Break

Baffled by science

Much of the science children do in primary school and in the first two years of secondary school results in putting them off the subject for good. "Science is made into a sort of rigmarole taught in a very traditional way which is quite divorced from children's experience."

This is the mildly spoken but firmly held view of Dr Wynne Harlen, whose Schools Council project *Progress in Learning Science 5-13* bore fruit last week in the form of three books, two video tapes and a slide/tape pack. These, under the omnibus title, *Match and Mismatch*, together make up an in-service training course for teachers.

The project began in 1973 and cost the Schools Council £51,904. It grew out of the Science 5-13 project for which Dr Harlen was evaluator. *Match and Mismatch* is a course designed to help teachers match materials to individual children's ability. Topics and checklists of desirable skills—from curiosity to the concept of the life cycle—are covered in the books. Each topic might take a group of teachers a term of 1½ hour weekly meetings to cover. The immediate reaction of teachers, Dr Harlen says, is "Where will I get the time?"

Mr David Johnston, who adopted the project when he was appointed head of a new nursery, first and middle school in Sheffield, took all his staff through the course as much for the training in observation and recording of children's progress as for the science. He is sharp enough to say that as well as enthusiasm, attendance was probably helped by the fact that the school was new and the points distribution undecided when they embarked on the course.

But subsequent courses which he is running for Sheffield primary teachers have been over subscribed. Two are running now—and they have laid on another for comprehensive teachers.

Such enthusiasm is interesting. Dr Harlen's general impression is that there is very little work along these lines going on in primary schools. Virtually no one keeps records of progress in science and most teachers do not think the subject appropriate at least until the top junior years.

Pioneering

Meanwhile, on the other side of the wood, Bristol's Clifton College decided that the founding of their science school 50 years ago was a matter for self congratulation last week. The public school was not so much celebrating the golden jubilee of a building, as the pioneering of science teaching dating back over 100 years and resulting in a bevy of Old Cliftonian Fellows of the Royal Society.

One of Clifton's Nobel Prize winners, the physicist Sir Neville Mott, was there, and said that whereas independent schools had once been a bulwark of the empire, now they would have to be a bulwark of the economy.

"An advanced industrial society must have an educational elite. Despite the excellence of our state schools it is really up to schools like Clifton to set standards", the former member of the Central Advisory Council for Education said. Pushed to its limits equality in education could destroy the seedcorn on which the economy depended.

Clifton—like other public schools—are appealing for building funds. They want to build a mathematics and technical centre.

CLOSED DUE TO POWER CUTS

"It's not the heating Mum, none of the teaching aids work."

Why so dull?

Teacher training in developing countries may sound a dry and worthy subject to the uninitiated but it need not be presented like that. Need not, but unfortunately, it was—by Professor Reg Honeybone of London University's Institute of Educatin, in a lecture last week.

It was the introductory lecture to a celebratory series of talks which the institute is holding to mark the golden jubilee of its developing countries department. Professor Honeybone's topic was the case for reviewing teacher education in developing countries and quite interesting it was too, to begin with.

Fifty years ago a colonial department was established to train teachers for work in the colonies. Colleges were built throughout the colonies to train primary school teachers but by the time of independence many of the countries were still educating less than half their primary school population.

Two of the new African states—Nigeria and Tanzania—have now set themselves the specific target of universal primary education but have developed very different programmes in order to reach it. Nigeria is using its oil riches to build more training colleges and to expand the traditional system

Tanzania, as one might expect from its relative poverty and declarations about African socialism, is revising these traditional assumptions. It is planning to recruit 15,000 new teachers who will not go to college but will be trained on the job over a period of three years.

As Professor Honeybone went on to catalogue many of the other developments that had taken place in the Third World in a rhythmic monotone, his audience began to nod. A league table of the progress being made by various countries flickered on to a screen and provided welcome relief, but we were told to ignore the details because they were not correct.

The institute's grand old man, Professor Lionel Elvin, who was its director in years gone by, was refreshingly critical when the time came for him to reply. He was not afraid to single out some countries for sceptic comment and was able to communicate more in 10 minutes than Professor Honeybone did in an hour simply because he spoke off-the-cuff.

Scrambled

You cannot make an omelette without breaking eggs: there were one or two entries commissioned for the *Fontana Dictionary of Modern Thought* (reviewed glowingly on page 21 this week) which the editors had to turn down. One such gem, from an author who refused to rewrite it, was read out at the book's launching:

"The group has sustained no particular formalizations but rather a broad anti-essentialist spirit of inquiry, regarding historical and socio-political matrices as not incidental to its discourse. ART and LANGUAGE presupposes rational argumentation answerable to "normal" ideological/moral/epistemic constraints, not the specialized knowledge of Modern Art mystification. Recent emphasis has been give to pragmatic and contextual investigations, and the possibility of interpersonal learning situations."

Tales from the Vienna Woods

There are good jobs going in Austria for British industrial trainers. The mighty nationalised steel works at Linz in upper Austria will have vacancies early next year for English speaking teachers who can train a raw labour force to run a giant steel blast furnace and rolling mill which is being built in Nigeria.

The announcement that the firm is seeking British trainers comes as a slap in the face for the British Steel Corporation which was knocked out of the running in the first round of tenders for the £400m Nigerian contract. The order went to Austria because the firm, Vöest-Alpine, guaranteed to train the work-force and, having taken a look at the company's in-house training school, the Nigerian Government could not refuse the offer.

The Linz school occupies two huge caverns which are like scenes from the Charlie Chaplin "Modern Times" Movie. Row after row of identical work-benches, each one occupied by a young lad in a blue company boiler suit, all doing the same task and all hoping to find a job after three years.

The success of Vöest-Alpine's apprenticeship schemes leads to 1,000 applications for the 300 places on offer each year. But the firm's director of training, Helmut Schöberl, voices exactly the same complaint about school leavers as his counterparts in the CBI. The standard is going down he says. "Everyone is trying for higher education. So what is left for us?"

What is left for his company is a lucrative order from Nigeria which will go some way to offset the costs of running the training school. Not one Austrian schilling of the £6m training bill for last year is recoverable from the state, not even indirectly through reduced taxation. This annoys Schöberl particularly as he has been forced to accept some apprentices he would not normally have taken on through political pressure.

● The great debate in Austria is about—yes, you can guess—comprehensive education. But it is not the British kind. The Austrians have a form of guided choice at 10. The schools they call comprehensive are those—be they gymnasium (grammar school) or hauptschule (secondary modern)—which have mixed ability classes and setting for some subjects as opposed to rigid streaming.

It took a two-thirds majority in Parliament to get a law through in 1969 allowing 10 per cent of schools to switch from streaming to mixed ability and setting. It is also costing £5m a year to examine the experiments for 10 years.

Setting in these experimental schools is done only for English, mathematics and German and the standards reached in those subjects indicate that bright children progress better than they do when streamed. The not so bright are also helped, but to a lesser extent.

The money is swallowed up by the Austrian NFER—the Centre for Educational Experiment and Development—which is based in the brand new Klagenfurt and old-established Graz Universities, and which has hired 260 [illegible] turers, civil servants, [illegible] and other assorted experts [illegible] vise the project.

● The dropout rate from universities is 50 per [illegible] is because anyone with [illegible] —roughly equivalent to [illegible] entry requirements [illegible] our universities—can apply [illegible] course at any Austrian [illegible] of higher education. [illegible] on a course brings with [illegible] ticket for buses and trams.

Three thousand students [illegible] last year at the astronomy [illegible] just outside Vienna and [illegible] classrooms for about 50 [illegible] But no new buildings [illegible] to cope with the hordes of [illegible] ambitious stargazers. [illegible] turned up to pursue their [illegible] The rest were, presumably, [illegible] Vienna's street-cars and [illegible] up their sleeves.

The high dropout rate has [illegible] some criticism from the [illegible] which reviewed the [illegible] higher education system [illegible] It was expected that open [illegible] would involve wastage [illegible] Austrian figures "go well [illegible] such expectations", the [illegible] team said.

The OECD evaluators found students came to university [illegible] wide range of aptitudes, [illegible] and skills. "Their perso[illegible] modes of learning and [illegible] professional and personal goals [illegible] greatly.

"Yet, like so many other [illegible] tries, Austria has provided for a university system that is [illegible] by a highly uniform approach [illegible] teaching and learning. Instead [illegible] the system making great allow[illegible] for the variety of its young [illegible] dents, the students are expected [illegible] conform to a fairly limited [illegible] possibilities, or opt out of the [illegible] tem. Unfortunately, too many [illegible] them are constrained to do [illegible] that."

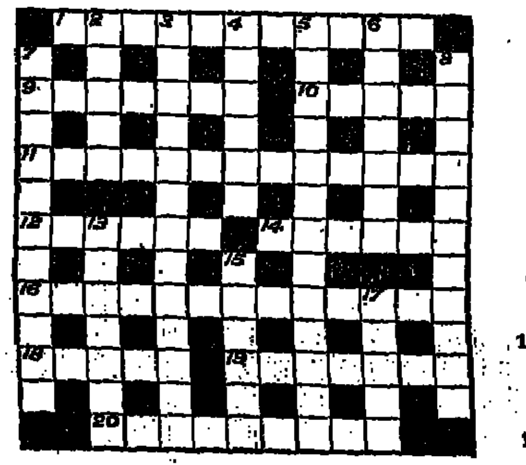
But Austria's students appear [illegible] be docile. There is little [illegible] of student unrest. While [illegible] was burning with radical student activism in the late 1960s, [illegible] was nipping it in the bud by [illegible] another education act giving [illegible] dents full participation.

The committee which hires new professors has two students, two lecturers and four professors on it. Students admit to [illegible] student unions at the [illegible] where professors work already asking for the low down on [illegible] teaching technique.

There is a case under discussion at the University of Linz where civil law students complained [illegible] their professor. He was [illegible] questions which were too hard [illegible] complained. So another professor was appointed (the old [illegible] remained in his job since it is [illegible] ally impossible to be sacked) [illegible] those students—about five— [illegible] like the traditional teaching [illegible] the original professor, go to his [illegible] tures while the rest are taught [illegible] the new man.

Aristi

Crossword No 1,110



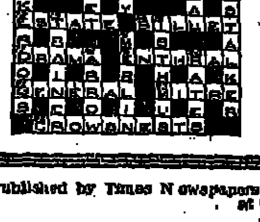
Across

1 Produced no doubt by the press gang (5, 6).
9 Yarned together as it were (7).
10 Alphabetical bone (5).
11 Wind power for braking? (10, 3).
12 Food at High Table? (4, 2).
14 Makes concerted footwork in March (6).
16 100% loss or gain (6, 2, 5).
18 And to be found in West Africa (5).
19 The list for Scotland (7).
20 He won't cut up rough in Diana's area (9).

Down

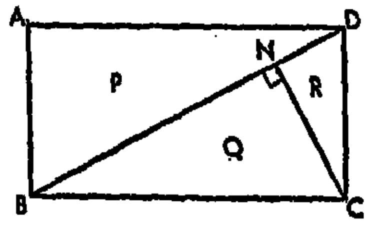
2 In which one finds Ali as Wimbledon champion (5).
3 They live in a bird pool (13).
4 Sentence where correction is needed (6).
5 Free from war still (5, 3, 5).
6 Revoke an engineering pamphlet (7).
7 Quite other than an elegant get-up (5, 2, 4).
8 The old ploughmen without the team? (5, 6).
13 "He went like one that hath been —, And is of sense forlorn" (Coleridge) (7).
15 Town where liquor smuggling began (6).
17 View that has to be mutual (5).

Solution to Puzzle No 1,109



Maths teasers

DISSECTING A RECTANGLE



Any rectangle ABCD can be cut into three pieces P, Q, R, each of which is a right-angled triangle, as shown in the diagram.

(i) Show that the three pieces can be fitted together to form a rectangle with one longer and one shorter side.

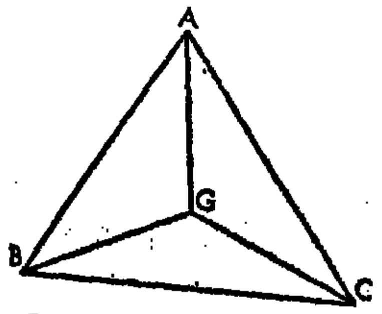
(ii) Prove that P, Q, R are three similar triangles.

(iii) If the lengths of AB, AD, BD are a, b, c respectively, calculate the lengths of BN, CN, DN in terms of a, b and c.

(iv) Calculate the areas of P, Q, R in terms of a, b and c.

(v) Using the fact that the area of P is equal to the sum of the areas of Q and R, deduce that $a^2 + b^2 = c^2$.

FIND THE SHORTEST ROUTE



Farmer Giles supplies milk to dairies in three towns, A, B, and C, each of which is 12 miles away from his farm, G. Each morning he loads up a lorry with [illegible] churns and drives to the [illegible] towns in any order he [illegible] before returning to G. The [illegible] in miles between the three [illegible] are shown in the table above.

(i) Show that if he goes [illegible] first, he must travel along the [illegible] joining B and C in one [illegible] or the other.

(ii) What is the length of [illegible] shortest possible tour?

(iii) If all the roads are [illegible] which of the roads joining [illegible] towns is nearest to the [illegible]

(iv) If the road GB runs [illegible] West, and the road GC runs South [illegible] East, what is the angle between the roads from A to B, and A to [illegible]

(v) One day Farmer Giles [illegible] first to C, but found the dairy [illegible] shut, so he decided to return [illegible] after visiting the dairies at A [illegible] B. How many miles was his [illegible] that day longer than his [illegible] shortest route?

D. B. Eper

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Union plan to unblock promotion path for teachers

by Stephen Cohen

More higher-paid posts for teachers and automatic promotion after four years is suggested this week by the National Association of Schoolmasters-Union of Women Teachers. The scheme would not depend, as the present system does, on the number of children in a school or their ages.

In a paper presented to a working party of the Burnham Committee the union said that during the next decade the declining birthrate would create difficulties. At the moment the number of promoted posts a school could offer was based on the "unit total" of a school which was calculated by referring to the number of children and their ages.

Each pupil under 14 counted as two units, those under 15 as three, under 16 as four, under 17 as six, and 17 and over as eight. The units were added up to give a total, and a "points score range" was then obtained. A school with a unit total of between 801 and 900 would have a points score range of 9 to 15. These points were then used to place teachers on higher salary scales.

A teacher on salary Scale 2 counted as one point, Scale 3 teachers counted as two points, Scale 4 and senior teachers as three points.

If the local authority allowed the school to use its maximum number of points—in our example 15—there could be 15 Scale 2 posts, or six Scale 3 and three Scale 2, or three Scale 4, two Scale 3 and two Scale 2 or any other combination to use up the 15 points.

The union says that if this system continues, promotion prospects will diminish as numbers of pupils fall. Every three years, when the unit totals are recalculated, schools will have fewer points. Improving the pupil-teacher ratios may bring more staff into schools, but this will worsen promotion chances.

"More teachers for fewer pupils means less points and less promoted posts."

The solution, as outlined in the paper, is to lay down the establishment of each school based on the number of forms admitted each year. Local authorities would have to fix the form entry and the maximum permitted class size and then declare how many teachers would be needed.

Once the establishment was decided a new formula could be applied. One example suggested by the union is that 5 per cent of the staff should be senior teachers, 10 per cent on Scale 4 and so on. Promotion from Scale 1 to Scale 2 would be automatic after four years' continuous service.

Alternatively, schools could be given latitude to decide the distribution of promoted posts. The essential, the union says, is that the establishment should be based on form entry.

"Such an arrangement would be

Continued on page 3

Read any good books lately?

"Why books?", people asked, when the *TES* visited 13 authorities (page 8) to find out how book provision has held up through the years of inflation and spending cuts.

It is distinctly old-fashioned, we were told, to concentrate on books. Teachers abandoned books by choice: they preferred their own home-made materials. In these multi-media, audio-visual times, people claimed, books are simply inappropriate for large numbers of children. Half of them cannot or do not read books anyway.

So why books? It is important, first, to clear some ground round the edges of the argument. It is a crucial priority that pupil-teacher ratios should be reduced in places where classes are still too large. But in 1976-77, in 20 of the 104 local authorities the secondary ratio was below 16 : 1. In all but six of the rest, it was below 18 : 1.

No one is denying the usefulness of new technology: the offset litho is one of the best educational tools of the century. There never was a golden age when every child had its own textbook and could read, spell and do sums.

But our inquiry suggests that the cumulative effects of inflation, cuts, new technology, and changing teaching methods are in danger of squeezing out books from the work of many children in secondary schools. The primaries have also suffered from cuts—but there the position of books has not been assailed in the same way.

Too few secondary schools allow pupils, other than exam students, to take books home or use them out of class (except for fiction from the library). Inflation is certainly one reason for this—but not the only one.

And the vanishing textbooks are not being replaced by other attractive published materials—slides, tapes and so on—that might help to get non-bookish children going on secondary subjects. They are often not even making way for more interesting collections of books.

When survey after survey has shown the sharp fall-off in children's reading when they go to secondary schools, there is an urgent need to investigate these trends. It is not surprising that secondary pupils are not disposed to use books if the first books they can call their own come to them in the fifth year, and then only if they make the academic grade.

Nor is it remarkable that collections of books (and other published resources) in schools are meagre and disintegrating where libraries are run by devoted teachers on a few free periods a week, and where the teachers' response to inflation has been to spend all their energy producing their own teaching materials.

There seems little question that the best way to keep children reading when they go to secondary schools is to give them lots of attractive books. And in a world where the mass media are so pervasive, and dazzling, it becomes more important, not less, that children should go on reading.

Books are the only handy and accessible medium that gives people the time, control, and information they need to make up their own minds against a battery of biased opinion and partial information.

Even in school, they provide the only reliable way of escape from the inevitable limitations of both teachers and curriculum—especially for children who do not get much stimulus from their homes. But if the present trends are allowed to continue, there is a serious danger of a permanent reduction both in the number of books available in schools and libraries, and in the number of citizens able to use them.

It seems highly probable that simply making heads and teachers aware of the trends could do a great deal to prevent the rot setting in. But that needs leadership both from central and local government.

At the moment less than one per cent of the total education budget goes on books. It would not take much more to transform book stocks in many schools. In many areas, local advisers control funds that could make a significant difference in just one year.

In the longer term, if the advances made in secondary practice are not to be jeopardized, all schools need resource collections—and trained people to run them—that meet the relatively modest levels recommended by the Library Association.

If we continue to ignore the current trends, ritual protestations about standards of literacy must seem hypocritical. A great many children will continue to grow up literate in the wide sense of the word. But with rare exceptions, that will be the result of their birth, not their education.

No comment

One good reason for this supervision (dinner duty) is the case of the child . . . who is experiencing the dinner situation en masse for the first time and in some instances actually experiencing severe trauma when confronted with dinner ladies.—Letter to *The Guardian.*

The future of N and F

Will N and F come to pass because those concerned are too punch drunk to protest? John Maddox takes a look at the current debate page 10

This week the Schools Council sent out its second weighty bundle of subject reports on the exam page 3

Black prospects

"Head after head, teacher after teacher, has not realized the extent of the problem". This was one of the reactions of a group of American educationists to the way London and Birmingham are getting to grips with multi-racial education. Adam Hopkins reports pages 18, 19

Males fail

Men are twice as likely to fail their teacher training course as women, according to figures published by the Department of Education page 3

Deviant or defiant?

Faced with a number of ethical dilemmas, 15-year-olds rejected the Christian response to nearly half of them, a British Council of Churches survey found page 5

Meet Mr Lear

"How pleasant to know Mr Lear!" Charles Lewsen, who is editing a new edition of Lear's Nonsense, reviews John Lehmann's *Edward Lear and his World* page 20

Power and politics

Is the Taylor Report unrealistic asks Timothy Raison page 2

A case history from the future page 72

Screen tests

Carolyn O'Grady reports on the results of a Leeds University experiment using video programmes for independent studies page 24

Extra: Children's books

pages 31-42

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A way through the woods

Last week it was suggested in these columns that it was time for a major inquiry into the affairs of the 16 to 19 age group and the various public services provided for them. This week the OECD have added their voice to the growing number who advocate the coordination of programmes and policies for young people.

Ad hoc accretions over the years have resulted in a mass of anomalies, local variations and genuinely helpful initiatives: a sort of cluttered supermarket where excellent bargains jostle for space with dubious buys but where nothing is clearly labelled.

Myriad specialist groups are studying, this part or that—exams, work experience, industrial training, further education, the treatment of disturbed youngsters, the youth service, or equal opportunities.

So why another committee? Why not simply intensive work inside the several government departments concerned, leading to a consultative document and early action? Because the issues are wide, the vested interests powerful and the philosophical dilemmas deep and difficult. Furthermore they need tackling by a group of high calibre which can in some measure take an Olympian view; which can bring into focus the structural implications for society both of demographic and economic facts and forecasts and of recent institutional developments.

A thorough and public examination of a broad range of possibilities is more important than what would almost certainly turn out to be an illusion of speed. For what is needed is nothing less than a new legal and administrative framework for the education, training and initiation into employment and adulthood of young people.

In no sense is this to suggest an educational take-over bid. The problems and solutions go far beyond the boundaries of education. For this reason, the inquiry must range across the present departmental boundaries of Employment, Home Office, Health and Social Security, and Education and Science, and the various authorities and agencies responsible to them. Among the questions which could arise are the following:

(1) What should be the division of responsibility for education, industrial training, and for the category of work experience/training/remedial education/social occupation which is going to embrace an increasing proportion of the age group?

(2) How should these activities be paid for? How can funds be drawn from central government agencies, local government and public and private industry without creating absurd anomalies?

(3) What changes are needed in the organization of industrial training to recognize wider public concerns than those represented by employers and trade unions? Such changes might include the extension of off-the-job training in industrial skills for the 16-18 age groups, and the elimination of an upper age limit on entry. Is there to be a business-like policy on day release, like the Germans have? Is it possible to guarantee a high level of training from year to year in spite of the ups and downs of the trade cycle?

(4) What should be the structure of educational institutions, courses and examinations for the 16 to 19 age group? This would include consideration of the sixth-form in secondary schools, the sixth-form college and the tertiary college, the pros and cons of ending secondary education formally at 16 and the creation of a tertiary sector incorporating all full and part-time post-secondary education between 16 and 19. What system of guidance and counselling is needed to make sense of the opportunities provided and relate them to employment possibilities and career aims?

(5) What bearing does all this have on the need for more recurrent education and training? An expansion of adult retraining (but not, alas, adult education) is now part of the conventional wisdom. How can this be broadened to extend the opportunities for late entry to higher education? Given the expectation that people will have to change jobs several times in the course of a lifetime, and that for many this will be associated with redundancy, how can time which might otherwise be spent in unemployment be used to improve educational opportunity?

(6) Given the recent increase in public funds in the form of cash allowances for trainees and young people on work-experience schemes, and the existing social security and unemployment benefit, discretionary awards and educational maintenance allowances, should this money be aggregated and redeployed and if so, how? Could—or should—benefits be made contingent on participation in some recognized scheme or course?

Inclusion of the whole range of social security payments to within the ambit of the would be essential if progress to be made towards sorting muddle arising from a hi of MSC allowances and level (and uneven provision) cational maintenance allow

The end result of the should include a draft Bill would provide a legal ad ministrative instrument for eighties. Now is the time to sider these issues at length openly. A great deal of publ cussion is required before of the magnitude which are can be brought within the of practicality. This is one historic functions of a Commission or a major inter mental committee. Through the cess of receiving evidence, co ing public hearings, commissi research and policy analysis, publishing evidence and recom dations, it can help to prod climate of opinion in which just might be an opportu break down the irrelevant ba which now prevent coord policy making and protect interests and departmental em

The MSC proposals so pro adopted by the Government summer provide a breathing s till the early 1980s. This is the which should be used for a m inquiry. Otherwise one anom after another will be incorpor into national policy for yo people, to the detriment of young themselves and the distort of the present education serv while the glaring weakness of present state of British indus training and vocational prepar will remain without a remedy.

Timothy Raison describes the difficulties of putting Taylor into practice

Some more equal than others

It was probably right to set up the Taylor Committee on school management and government and its report is interesting, crisp and, in many ways, useful. The appendix, "A Historical Retrospect 597-1945", makes charming and thought-provoking reading.

As for the future, many of the recommendations—such as a governing body for every school, abolishing the distinction between primary managers and secondary governors and no "collecting" of governorships—seem sensible.

But how, after two months exposure to the light of day, do the main proposals of *A New Partnership for Our Schools* stand up? Would it be wise to implement them as soon as parliamentary time permits? Has Taylor got it right? I am not persuaded that it has.

The essence of the Taylor scheme is that there should be "a clear line of delegated power running from the local education authority through the governing body to the head and staff of the school. This new-style governing body would be an equal partnership of all the interests concerned".

The preface, from which this quotation is taken, says later that "in forming that body no one interest should be dominant—it should be an equal partnership of all those with a legitimate concern, local education authority, staff, parents, where appropriate pupils, and the community."

The report naturally goes on to amplify this. Nevertheless, like a surprising number of official reports, it does not spend enough time analysing and arguing the central point in its recommendations. What exactly is wrong with the present system? Why has the existing standard provision that "the governors shall have the general direction of the conduct and curriculum of the school" not been operated?

The existence of the Confederation for the Advancement of State Education, the Advisory Centre for Education and the National Association of Governors and Managers, does not in itself prove that schools are wrongly governed; nor even does the sad history of William Tyndale necessarily constitute a general indictment of the system.

That governors do not at present govern, or managers manage, can hardly be disputed. For the most part they advise, they inquire, they support. They have their brief moments of impact when they play *a part in the selection of a new head or when they take a firm public line about reorganization; and their ceremonial role is not to be dismissed.*

But they do not rule—whether OK or otherwise. And the reason for this is that the l.e.a. bears the actual responsibility for what happens, and finances it, while the head and his fellow professionals run the classrooms.

The Taylor approach properly does not aim to take ultimate responsibility away from the local authority: indeed, it wishes new legislation to spell this out. But as much responsibility as possible should be delegated to the governors. This, however, raises problems which are not adequately discussed.

Can you effectively delegate authority to a body which you do not control or nominate? Only a quarter of the new governing bodies would be direct l.e.a. representatives. The teacher members would be local authority employees, but not there as l.e.a. servants. The parents would be independent; and the coopted community representatives would derive their membership from the other three groups. Certainly there would be no clear-cut accountability.

The problem is not just theoretical. There could be real difficulties in practice. Suppose, for the sake of argument, that the l.e.a.—possibly following a national lead by the Secretary of State—decided that a particular subject should be part of the middle school curriculum; but that the governors of a particular middle school did not agree. Or suppose that the governors decided that a school lunch break should be longer or shorter, and the day end earlier or later, in the face of l.e.a. policy. Suppose there was a dispute about the use of school premises for another purpose.

How in reality would the l.e.a. exercise the superior position which Taylor admittedly grants it—above all, perhaps, in the realm of the curriculum, where the aims of the l.e.a. advisers could meet with real obstruction from lay opponents? Not that advisers and l.e.a.s are necessarily right in their educational judgments; but at least they bear the responsibility for what they do.

When it came to a crunch, the l.e.a.s would have to override the governors if they were to fulfil their responsibilities; but this could produce a great deal of trouble with governors who felt that they had a legitimacy which derived from their position as parent, teacher or community representative. Perhaps the reason that the old post-1944 provisions giving governors "general direction of the conduct and curriculum" have not operated is that they could not operate, given the locus of ultimate responsibility.

At the same time, there is a risk that powerful governing bodies might lead to greater bureaucracy and slower decision-taking. Taylor envisages that the head should still be able to deal on a day-to-day basis with the l.e.a.'s officers, but jumping a tier is something that is likely to produce difficulties in any organizational set-up, and there will certainly be pressure from active governing bodies for a great deal to be routed through them. And they would normally only meet twice a term.

It will, of course, be argued that I am assuming the worst, and in particular a lack of the kind of goodwill that normally characterizes our schools. In a sense I am; but administrative vessels have to be designed to sail in rough as well as calm waters. At the very least, I suspect that the allocation of responsibility under the Taylor plan is not quite the clear-cut thing its authors claim.

My other fear about Taylor is that it goes too far in switching power in the schools from professional to lay hands. True, it gives teachers a formal place on governing bodies—up to a quarter of the seats. But against this is the fact that half the seats on these more powerful bodies will now be assigned to parent and community representatives; and some of the staff places may go to non-teaching staff.

Moreover, the reduction in direct local authority control over the schools may paradoxically also help to reduce the say of the professionals. Lay councillors may count for less—but so may their officers who have at least normally stemmed from the teaching profession, and who normally manage to look through professional eyes.

Does this matter? Some will say that we want to "de-professionalise" education and return it to the community where it belongs. Taylor, in a moderate way, reflects this view. I certainly don't want to see a reversion to the "No parents beyond this point" mentality.

Nevertheless, I increasingly feel that the prime need in education today is to develop the professionalisation of teachers—often to ask more of our teachers, but to give them more support and more authority. I suspect that the more teachers—and especially heads—think about Taylor, the more they will wonder whether the right to seats on the governing body will compensate for the tipping of the balance in more powerful governing bodies towards laymen.

The author is Conservative MP for Aylesbury.

Letters to the Editor

UCCA form gags students

Sir,—I doubt whether teachers are any closer in touch with ultimate truth than parents, but your correspondent (Can teachers testimonials tell the truth?, November 4) mistakes in part the nature and purpose of the UCCA testimonial.

First it should be noted that the testimonial is a confidential document which is required to give a school or college's "opinion of a candidate's qualities and fitness for admission to the course proposed". It is an opinion of course which should represent and synthesize the views of all those teachers who come into contact with a particular student.

Your correspondent was worried that one teacher's adverse view might prejudice his daughter's application—but this will probably not be the case if this view is presented in the context of other more positive views. To disregard the view however would be wrong—the reference must be entirely honest. Schools and Colleges can only claim to write the truth as they see it—which is after all what they as explicitly asked for

At the same time I have some sympathy with your correspondent —there are many schools where the UCCA report retains the status of a mystical document. The solu surely must be one of compromise, to allow students and parents free access to references might make them rather anodyne and less than helpful to selectors, but schools should be prepared to discuss the content of testimonials with students and their parents if they wish and in particular to incorporate any matters or details which they feel have been overlooked. It is one of the weaknesses of the streamlined UCCA form that it allows little opportunity for the applicant to say much about himself beyond his O level results and his "Intellectual and Social Interests".

STEPHEN HAWKER,
Careers Guidance Master,
King James's College,
Henley-on-Thames.

Danger of blood letting

Sir,—My attention has been drawn to a review, "Packaged Blood Tests", which appeared in *The Times Educational Supplement*, October 21.

May I query the wisdom of either taking blood from pupils, or encouraging pupils to bleed themselves, irrespective of the aim? The two major areas of concern I see are, firstly the very real dangers of introducing bacterial or viral infection ("It hasn't happened yet", many will say). Hepatitis B is a particular danger these days and I would doubt that all teachers/lecturers undertaking such practicals are necessarily well versed in asepsis, blood-borne diseases, hepatitis carrier rates, or suitable disinfection procedures.

Secondly, I wonder if the legal implications have been properly studied. With or without the Health and Safety at Work Act I would ask if local authorities accept full responsibility for these "assaults" that take place upon their pupils or, indeed, risks attendant in any practical involving the use of human body fluids (e.g. urine) which has been shown to carry hepatitis.

N. A. MOBEY,
60 Old Bath Road,
Charvil, Berkshire.

Precisely, Mr Maddox

Sir,—May I protest at John Maddox's irresponsible description of approximate calculations as "guessing"?

If school maths is to induce a sound appreciation of sizes, shapes and relationships (the most valuable practical aspects of maths), the mere pedantic computation of figures of no significance should be discouraged, the degree of precision feasible, or that is necessary, or wanted at any stage must be assessed, not guessed; and the appropriate approximate calculation must be carried out accurately. Our industry and economy have suffered too long from gamblers and rhetoricians fiddling with numbers to amuse or bemuse the public.

As in any practical art, most pupils more readily acquire reasonable proficiency by constant practice in using it in a wide variety of problems, an obligation imposed by traditional syllabuses, than by starting from abstract ideas, as in modern maths.

Ability to determine whether set forms a group is as relevant to learning to apply maths in engineering, or other vital sectors of our national life, as is etymology to reading and writing English, acoustics or ballistics to playing the piano or cricket.

K. L. STRETCH,
Loughborough University.

Happiness is . . . job satisfaction for staff

Standards can be raised by giving teachers more satisfaction in their jobs, according to research carried out at Birkbeck College, London.

Where there is participation and where decisions are delegated, children do better, teachers work longer hours, are happy to stay in their jobs and do not complain as much.

Explaining his research findings at a symposium last week, Dr Nicholas Georgiades, head of the occupational psychology department, said: "If we want teachers *to produce high quality performance, with high motivation and high job satisfaction, we must redesign the job to give it variety, identity and significance."*

He told a meeting *organized by* the National Association of Teachers in Further and Higher Education that part of his research was concerned with finding out how much work teachers did in a week. A group of 287 worked 46 hours on average. Just over 50 per cent *of their* time was taken up with teaching, preparation and marking. The rest was spent on administrative duties.

Teachers listed 15 complaints about their jobs. Only seven of these concerned children's problems or classroom teaching. The rest dealt with organizational snags—too little money for materials and equipment, lack of support staff, not knowing the standards required by external exam boards.

Replies to questions about what made a good teacher again showed that the most important things were not concerned with teaching children. They were about personal qualities, such as empathy and openness.

Heads and deputies said the most serious inadequacies in teachers were shortcomings in etiquette and relationships and failure to keep order. Classroom work was ranked third of the ways in which teachers failed.

Dr Georgiades said it was, therefore, important to design teachers' jobs so that they were worthwhile, and so that teachers were given responsibility and knew how well they were doing.

The Birkbeck researchers looked at 15 schools, which were known to support their staffs and in which there was open and democratic decision making, to see if teachers were happier and standards higher. They were.

"If you are really concerned about performance, then you have to cease to imagine you can simply improve classroom performance by some kind of debate about what teaching is", said Dr Georgiades.

"You are working on someone's job, and people at work require different kinds of satisfactions from those which are reputed to exist in teaching—that it is a vocation and you just need a warm cuddly relationship with children."

SCHOOL BLAZE.—Within 24 hours of the start of the firemen's strike this week, Castle Vale Comprehensive School, Sutton Coldfield (above) was badly damaged by fire. *Pupils who turned up for school the next day were sent home. Police believe the fire may have been started deliberately.*

● The DES has issued guidance about fire precautions to all chief education officers, head teachers, universities and colleges this week. A memorandum called *Threatened industrial action in the fire services* suggests that all educational establishments should hold fire drills and check fire fighting equipment and emergency exits.

● Meanwhile, in Sefton, Merseyside, a vigilante group against school arsonists has been formed by volunteers, including school caretakers, clerical staff, parents and teachers. They will work six-hour shifts and be paid £1.20 an hour.

N and F: the talks go on

The second batch of reports on the proposals for reforming sixth-form teaching and examinations was sent out this week by the Schools Council.

They cover English, Latin, modern languages, Welsh, economics and business studies, general studies, geography, history and social studies.

The reports are being sent to schools, colleges, universities, local authorities, industry, teachers' unions and subject associations. They form the groundwork from which the N (Normal) and F (Further) proposals for sixth-form curricula and exams are to be judged. The N and F plan would involve pupils studying five subjects rather than three.

Next year the Schools Council *will publish a document on the cost of the scheme and an overall report for public comment. It will be at least July 1979 before firm proposals* will be made to the Education Secretary.

See page 10

Swing against sociology

More students applying to universities are going for courses which lead to jobs in industry or commerce. Sociology, for which the demand remained steady for more than a decade up to last year, has slumped in popularity.

Applications to the Universities Central Council on Admissions for places next October are up by seven per cent on November last year. Applications for engineering courses are up 20 per cent as are applications for physics and business studies.

For sociology there have been only 463 applications compared with 557 last year, a drop of 17 per cent.

Applications for geography, law, architecture, history and art are down by more than eight per cent. Medicine and associated studies, mathematics, chemistry and combined languages show increases of more than four per cent.

Tory move on race relations

Unemployed teachers should be used to help ethnic minority groups with language difficulties, said Mr Norman St John-Stevas, Conservative spokesman on education, this week.

In his first major speech on race relations he said that short courses *in teaching English as a second language should be laid on for all trainee teachers and some classroom staff. More teachers from ethnic minority groups should be recruited.*

He told a meeting of the Anglo-West Indian Conservative Society, that he favoured the collection of statistics on ethnic minority children in schools, but the utmost caution should be observed in devising questions and collecting answers.

Parents, rather than children, should be the source of information. This should be kept strictly confidential.

Failure is . . . more of a male preserve

Women student teachers are twice as bright as men, according to figures published this week. Nearly 6 per cent of men in training fail their courses but only 3 per cent of women.

In 1975, 13,374 men passed their *final examinations* after completing *training* at universities, polytechnics *and* colleges of education. *There* were 780 failures. In the same year more than twice as many women—27,348—qualified. Only 802 failed.

Statistics of Education Vol. 4 Teachers 1975, produced by the Department of Education, also shows that it is hardest to obtain a teaching qualification in a polytechnic department of education. Just over 6 per cent of all students failed their polytechnic courses. In art teacher training colleges the failure rate was 4.7 per cent, in colleges of education 3.9 per cent, in universities 2.8 per cent, and in technical colleges of education 1.5 per cent.

More men than women are failing three year teacher training courses in colleges of education. In 1965 the rate was 5.4 per cent. Every year since the failure rate has been increasing until 1975, the year for which the latest figures are available, when it was 8.8 per cent.

The failure rates for women were 2.5 per cent in 1965 and 3.7 per cent 10 years later.

Other tables show that in 1975, 33,755 untrained teachers out of a total of 418,054 were working in primary and secondary schools. A third were on the lowest salary scale, 35.8 per cent on Scale 2, 10.5 per cent on Scale 3, 5.7 per cent on Scale 4 and 0.9 per cent were classified as senior teachers.

Nearly 7 per cent of the teacher force were heads or deputies.

The figures also show that it is easier to get promotion in secondary schools; 18.4 per cent of teachers were paid on Scale 3 in secondaries compared with 2 per cent in primaries.

A quarter of all primary and secondary teachers were graduates, but most of them were in secondary schools, where 41 per cent had degrees compared with 8 per cent in primaries.

Average salaries for men in primary schools was £3,588 for graduates and £3,805 for non-graduates. The average for women graduates in primaries was £3,091, non-graduates earned £3,047.

In secondary schools the average salary for male graduates was £4,025 (£3,564 for non-graduates) and women earned £3,520 (£3,120 for non-graduates).

Just over half the 10,810 teachers in colleges of education were graduates.

Admissions to teacher training totalled 40,700 in 1975. In the previous year it was 43,257, in 1973, 47,894 and 1972, 50,632.

Statistics of Education Vol 4 Teachers 1975. HMSO £7.

Lecturers pile on pay pressure

University lecturers this week lobbied Parliament in support of their pay claim for increases of about 16 per cent from August 1 and a further 16 per cent from October 1.

Mr Laurie Sapper, general secretary of the Association of University Teachers, told about 6,000 university lecturers on Wednesday that the White Paper clearly stated that the 10 per cent limit was not applicable to every settlement but was a target for the rise in national average earnings for the country as a whole.

Mr Sapper said: "It is our contention that the Government should be prepared to be flexible and recognize what has been happening in the universities. "We know that our undergraduate student numbers are up by 6.5 per cent and yet the number of full-time teaching staff has only increased by 0.7 per cent.

THES.

Union bid to open up promotion prospects

continued from page 1

more adaptable to the present system and would allow the local authority discretion on the school organization which the rigid structure of a set number of teachers at each level would prevent."

Mr Bernard Wakefield, assistant general secretary, said the union had a duty to ensure that young teachers could obtain jobs. "It is also our duty to ensure that they have career prospects at least as favourable as those enjoyed by teachers in the past."

About 66 per cent of teachers are in promoted posts. The rest are on Scale 1 and although only a small minority stay there for all their careers, the movement from Scale 2 to 3 is fairly small. Mr Wakefield said it was likely to become even harder to obtain a Scale 3 post in the future.

At the moment there are very few Scale 3 posts in primary schools; the falling birthrate has already cut promotion opportunities there.

The National Union of Teachers' reaction to the proposal was cautious. "The idea is not new", a spokesman said.

"Our feeling is that it is one thing to talk about this as an idea, but it is another to put it into practice. Unless it was devised very carefully, it would not take account of differences between areas. Some authorities have better standards than others so there would be a variety of promotion prospects throughout the country.

"For example, if there was one Scale 2 post for every five teachers, a school with 500 children and 16 staff would have three Scale 2 posts. But the same sized school with only 12 teachers would have just two Scale 2 posts. Therefore, schools of the same size could have different promotion prospects.

"On the face of it, it looks interesting, but it would be difficult to produce it as a workable scheme."

The Assistant Masters Association thought the proposal had a lot to recommend it. "But it might be too inflexible for local authorities to accept", a spokesman said. "It is also unsafe to assume that the birthrate is going to continue to fall.

"We are in the process of producing something ourselves on this. There are other solutions. Promotion can be accelerated by other means."

The Burnham working party will also be looking at promotion opportunities in primary schools. One suggestion which will be discussed is to allow small primaries to offer Scale 3 jobs and increase the salaries of the head and deputy accordingly. But this would put these heads and deputies out of line with others and so another proposal has been made to allow the schools to appoint a second master or mistress on the same rate as a deputy head.

All the unions are agreed that there is an anomaly here. They are also concerned about poor promotion prospects in special schools.

Schools Council
Geography 14-18 Project

Geography 14-18: a Handbook for School-based Curriculum Development is to be published this month. This provocative examination of curriculum development in geography is the outcome of five years' work by the Schools Council team based at Bristol University.

This Handbook explains and gives straightforward guidance on the implementation in schools of the Project's philosophy and approach.

It also stands independently as a valuable documentation of the work of a major curriculum development project.

0 333 23616 5 £4.95

Coming in Spring

The pupils' materials are to be published in four units: Industry, Urban Geography, Transport Networks and Population. They cover important core topics in the new Geography 14-18 'O' level (administered by the Cambridge Local Examination Board), and associated CSE mode 3 syllabuses. They also provide valuable enrichment material for any modern 'O' level or CSE course.

MACMILLAN EDUCATION

1,500,000 pupils now in line for free meals

A massive increase in the number of children who are eligible for free school meals could take the edge off complaints that parents cannot afford the recent price rise.

New scales announced this week mean that parents with three children will be entitled to free school meals for all of them if their gross income is about £75 a week. This puts the income qualification up by £5.15.

Miss Margaret Jackson, Under Secretary at the Department of Education and Science, said the new scales, combined with changes made in July, meant that 1,500,000 children could now claim free meals, compared with 850,000 last year.

"This diminishes, if it does not remove, the idea that taking free school meals is some kind of stigma.

"One in four children can now get their meals free."

Her announcement, which goes hand in hand with revised supplementary benefit rates, is being accompanied by a publicity campaign, including posters, explaining the increases in 10 languages.

Whether or not a child gets a free school meal depends on a calculation of the parents' "net income". This is the parents' combined earnings minus deductions for income tax, National Insurance, superannuation, rent, mortgage and rates, life assurance, the first £6 of one-parent family earnings and the first £4 of the earnings of the mother in a two-parent family. There is no upper limit on gross earnings.

A family with one child at school will be able to claim free meals if parental net income is below £38 (about £65 gross). A family with two school-age children will be entitled to them if net income is below £44.15 (about £70 gross).

In reply to questions about the rise in school meal prices from 15p to 25p, Miss Jackson said the number of children taking them always dropped when prices rose. Numbers would climb again when children tired of eating sandwiches.

Since the price rise at the beginning of this term it looked as though 10 per cent fewer children were buying school meals. At the same time there was a 15 per cent increase in those getting them free.

Figures released by Essex last week showed a 22 per cent drop in the number of children eating school meals since the price rise. The number taking sandwiches doubled. Eight thousand children in the county neither ate meals nor took sandwiches.

However, the number of Essex schoolchildren getting free meals went up by 31 per cent last year.

Lucy Hodges

Put more money into boosting Welsh language, says union

The Government's Green Paper on education—and particularly its treatment of the teaching of Welsh—was criticized last week by the National Association of Schoolmasters-Union of Women Teachers.

Education in Schools does little to create a sense of urgency about the decline in the number of Welsh-speaking pupils, says the union in its official comments.

"The possibility that many of those now learning Welsh as a second language may be capable of bringing a new vigour to the language and of reversing the present trend seems to have been disregarded as even a 'starter'."

Bilingualism leads to a greater awareness of language generally and improves performance in both languages. More money should be put into Welsh teaching.

On the wider issues the Green Paper's comment that there has not been a general decline in educational standards is not borne out by NAS-UWT research says the union. *Recent changes in education, such as the raising of the school-leaving age and comprehensive education* had created a lot of difficulties for schools, especially as they were not accompanied by enough extra resources.

The falling birthrate should give Britain the opportunity to have a really high quality education service. The union is concerned that money given to l.e.a.s through the Rate Support Grant for educational purposes is not always used on education.

"Current arrangements for the financing of education are not satisfactory and one cannot help but remark the peculiar ambivalence of the position adopted by many local authorities who complain so strenuously of their financial problems in relation to education but resist with greater fervour the possibility of specific grants."

● The Green Paper assumes that schools are simply there to serve the needs of an industrial society, says the Association of Christian Teachers in a comment published last week.

Against this the association claims that the primary task of the curriculum is to establish a *moral* base and purpose.

Education in Schools—a Christian Rejoinder. Free from the ACT, 47 Marylebone Lane, London W1.

Report to call for central FE body

It looks as if the Oakes Committee is close to agreement on a new financial and policy-making system for advanced further education, headed by a national council on which the l.e.a.s, the teachers and the DES would be represented. The report is not expected till some time in the New Year.

Inside the Committee there has been a struggle between the local authority interest (which favoured strengthening the local control of the colleges) and the polytechnic interest which pursued a centralist scheme to diminish local control of major colleges by instituting an FE equivalent to the University Grants Committee.

The l.e.a.s were themselves divided and the Association of Metropolitan Authorities, main opponents of the central body, have backed down. In adopting proposals for a strong central body, the Committee will try to mollify the local authority interest by giving the l.e.a.s about a third of the places, and by giving them power to block some decisions on appeal to the DES and the local authority associations. The l.e.a.s reacted strongly to the suggestion that they should have only seven out of 24 members.

The central body will advise the DES on the whole public sector of higher education. It will be for the DES to devise how much should be included in the Rate Support Grant for this item. It will then be up to the central body to allocate the available resources on the basis of programme and finance budgets submitted by the colleges through the local authorities.

A lot of discussion has gone into the form which any reorganization of the regional advisory councils should take. Part of the work of the new central body will be to make an overall plan for advanced further education. In doing so account will have to be taken of the strategic recommendations of the regional advisory councils, and of the DES planning assumption on numbers. The regional councils will receive copies of the submissions sent on by the l.e.a.s to the central body, and will be able to make their own observations on them, but their prior agreement will not be required. The colleges themselves will also be able to communicate directly with the central body if they dispute the budgeting decision of their own l.e.a.s.

Some scepticism is already being expressed about the ability of the central body to carry out the administrative and prescriptive [illegible] assigned to it. Presumably [illegible] have to undertake most of the regional staff inspectors now evaluating proposed courses side the much more ambitious national planning now envisaged. This would amount to a formidable bureaucratic task and suggests the secretariat of the central body will be extremely powerful.

An essential aim behind the proposal is to get a better system of control for pooled expenditure. It is now proposed that local authorities administering colleges with advanced work should start off with a small proportion of the cost from their own RSG-assisted funds; this proportion might rise in time to 25 per cent, while the remaining [illegible] per cent would be distributed by the central body drawing on the advanced FE pool.

The Oakes formula will be seen by some as a preliminary attempt to devise a system of national policy making and administration which might lead at some time in the future to the unification of the public and autonomous sectors of higher education. This has been bruited abroad as part of the hidden agenda for Oakes, and indeed emphasized by the elaborate protestation that no such aim is in the official mind.

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PERSONAL COLUMN

John Rae

Faith—in an empty package

In a recent lunch-time *dialogue* in St Mary-le-Bow, Mrs Shirley Williams confirmed that the Government had no intention of changing the law to remove from schools the obligation of teaching religion to all pupils of compulsory school-age. I welcome this assurance, but I remain acutely aware of the tension between the legal requirement and the secular society in which it is condemned to operate.

So much has been written on the subject of religion in schools that I would like to confine myself to three insights that I find in the writing of Pascal, Kierkegaard and Gandhi.

Pascal's celebrated paradox that "he who seeks for God has found him", should be the basis of all teaching about religion. To be religious is not to arrive at a conviction but to set out on a journey in the hope of finding God. All truly religious men are voyagers, having about them an air of restlessness, a dislike of secure harbours and in their eyes, the reflection of lands still undiscovered. Their faith is optimistic and humble. Travellers are never complacent.

If we present religious faith as a package deal we should not be surprised if it is rejected. But if we present it as a journey that may never end in this life, we shall have some chance of exciting in boys and girls that restlessness, that seeking for the Truth that saves us from living death. I think it was Eric Linklater who recalled seeing the following notice in a funeral parlour in New York: "Why walk around half dead when we can bury you for seven dollars fifty."

If, by the time they are twenty-five, our former pupils are half dead, settled comfortably in front of the tele and never giving a thought to the journey they might have made, our religious teaching will be largely to blame.

The second insight is Kierkegaard's. He wrote: "It is easier for me to become a Christian when I am not a Christian, than to become a Christian when I am one." He explained that he feared that much of the Christianity presented to us when we are young is a watered-down version of the real thing; and that continuous injections of this watered-down Christianity had the effect of making us immune to the real thing when we were adults. Thus it is easier to grasp the true meaning and implication of Christ's teaching if, as an adult, you come to it fresh than if you come to it with your veins flooded with watery Christianity. When I think of the cautious, watered down, compromised Christianity that has been injected into British boys and girls at assemblies and chapel services up and down the country for the last fifty years, I am not at all surprised by the decline of the Christian faith.

When told that their watered down Christianity does positive harm, heads are inclined to defend themselves in terms of the need to avoid offending those of different faiths and no faith. But when was a man of no faith harmed or offended by a sincere statement of faith by someone else? He is much more likely to be offended, if he is obliged to sit through the mumblings of a head who does not even have the courage of his convictions.

As for those of different faiths, on this problem Gandhi surely has given us the perfect answer. Though it may seem an idle way of filling my column, I must quote his own words because they cannot be adequately paraphrased.

"If we had attained the full vision of Truth, we would no longer be seekers, but have become one with God, because Truth is God. But being only seekers, we prosecute our quest and are conscious of our imperfection. And if we are imperfect ourselves, religion as conceived by us must also be imperfect. We have not realised religion in its perfection, even as we have not realised God.

"Religion of our conception, being thus imperfect, is always subject to a process of evolution. And if all faiths outlined by men are imperfect, the question of comparative truth does not arise. All faiths constitute a revelation of Truth, but all are imperfect and liable to error. Reverence to other faiths need not blind us to their faults. We must be keenly alive to the defects of our own faith also, yet not leave it on that account, but try to overcome those defects.

"Even as a tree has a single trunk but many branches and leaves, so there is one true and perfect religion, but it becomes many as it passes through the human medium. The one religion is beyond all speech. Imperfect men put it into such language as they can command, and their words are interpreted by other men equally imperfect.

"Whose interpretation is to be held to be the right one? Everybody is right from his own standpoint but it is not possible that everybody is wrong. Hence the necessity of tolerance, which does not mean indifference to one's own faith but a more intelligent and purer love for it. Tolerance gives us spiritual insight which is as far from fanaticism as the North pole from the South. True knowledge of religion breaks down the barriers between faith and faith."

What more can I say? It seems to me the most perfect statement of what should be the aim and spirit of religious teaching in a multi-religious society.

Closed—a school a week

A village school has been closed every week for the past 10 years, according to a survey by *Where*, the education magazine for parents. Since 1975 the closure rate has quickened.

The survey, carried out in conjunction with the Council for the Protection of Rural England, found that more than 500 schools have shut down since 1967. L.e.a.s differ in the consideration they give to the needs of parents and neighbourhoods.

Plowden has had a damaging effect, says *Where*. The committee's recommendations are outmoded and should be amended urgently.

Both the Plowden and Gittens reports said that a five to 11 primary school should have a minimum of three classes containing 60 to 80 children.

Where asked l.e.a.s what they considered the minimum number of pupils for a school. The answer ranged from 12 to 15 in Durham to 80 in Nottinghamshire. Hereford and Worcester explained that the size of a school had to be weighed against other factors.

"The authority has recently opened a new school, complete with kitchen, for 35 pupils", it said. "A major consideration is the size of the catchment area."

The survey criticized l.e.a. procedures for consulting parents over closures. Warwickshire, for example, only consulted them after the Secretary of State had decided to close a school.

Where recommends that:

● Local authorities should be more open with parents and other interested parties over the problems they face with regard to small village schools.

● They should draw up and publish general guidelines explaining their attitudes to village schools and the criteria they intend to use in deciding on closure.

● *Parents should* be properly *consulted* at a much earlier stage than *they are now* in any proposal to close a village school.

● When a school is closed, the buildings should automatically be offered to the local community.

Where, Advisory Centre for Education, 18 Victoria Park Square, London E2.

15-year-olds expect the worst

More than 500 15-year-olds, confronted with a number of situations requiring a moral stance rejected the Christian response in nearly half of them, a British Council of Churches survey found.

And the boys among them thought their friends would do the same thing in more than six out of 10 situations.

The survey was conducted by Mr John Barnett, principal of the College of Ripon and York St John. It covered 12 differing schools in various parts of the country. Pupils taking part were provided with 10 statements accompanied by the standard Christian response expressed as either "agree" or "disagree".

They were—*Agree*: in getting a job, the colour of a person's skin should make no difference; on a crowded bus you should give up your seat to an elderly person.

Disagree: if you find a purse with money in it, keep it; breaking windows in empty houses doesn't matter; religious education is a waste of time; all murderers and terrorists should be hanged; no need to wait to get married before having sex; if you don't agree with someone, shout him down; shoplifting is all right if it's from a supermarket; 15-year-olds should be free to come and go as they please in the evenings and at weekends.

Besides being asked whether they agreed or disagreed the pupils were asked to say how they thought their schools, their parents and their friends would react to the statements.

Highest level of conformity was on the question of shoplifting. Almost no children considered it would be pardoned by either school or home but the low opinion boys held of their friends' likely behaviour raised the figure of those likely to contravene the code to 23 per cent.

Next highest *degree of conformity with the expected standard was on the question of colour of* skin, though the response of girls was markedly more tolerant. Fewer than one in 10 thought it mattered compared with one out of every four boys.

At the other end of the scale the highest degree of nonconformity with the Christian code was with the treatment of murderers. Three out of four would bring back the death penalty and over half of the sample thought their school, parents and friends felt the same.

Among the boys seven out of 10 could see no objection to sex before marriage compared with six out of 10 girls. One in four of the children thought their school would feel the same way and one in three thought that would be the opinion of their parents.

Religious education attracted only indifferent support, particularly from boys and their fathers. "Even girls and their mums appear lukewarm and the peer group is wholly seen as hostile to it".

The greatest differences between boys' and girls' responses are on finding a purse, breaking windows and giving up a seat on a bus. Keeping the purse was the view of more than half of the boys but less than a quarter of the girls.

Mr Barnett emphasizes that the survey was comparatively small and only part of a fuller exercise which involved essay responses and which have yet to be fully analysed.

Bert Lodge

Mixed ability classes can curb vandals

Mixed ability teaching in comprehensives can help to fight vandalism and reduce truancy, says Mr John Tomlinson, Cheshire's director of education.

But a school needs from three to six years to prepare for the changeover, and it is essential that teachers should not be hostile to the new ways of organizing it.

Mr Tomlinson's report on mixed ability grouping, which is to be circulated to all Cheshire secondary schools, derives directly from the recent controversy over comprehensive education in the county.

Only one comprehensive in the whole county can be described as "predominantly mixed ability in organization", he says. About one fifth of all secondary schools—including comprehensives, grammars and secondary moderns—have virtually no mixed ability classes.

But most schools are somewhere in the middle. They either arrange pupils in broad "bands" of ability—with mixed ability classes within each band—or, as in the largest group, they "set" children according to ability on a subject by subject basis.

Growing numbers of teachers are concerned at the undesirable effect streaming has on pupils' confidence and achievement, says the report.

"The critical weakness of streaming is in the fact that placing children in the A or D stream triggers off a self-fulfilling process: the pupils live up to or down to the expectations which those labels represent."

Mr Tomlinson suggests that teachers would regard it as an affront to their professional competence to be told by the education committee how their schools should be organized.

A special meeting of Cheshire's Joint Consultative Committee for Education is to be called to consider the whole issue.

Council threatens lunch break

Teachers in Croydon could be forced to work during the lunch hour if the borough's education committee approves a proposal to give heads power to instruct staff to supervise children outside the dining room.

The plan has been opposed by teachers in a consultative committee. They believe it is a way of saving money by cutting back on ancillary staff.

Mr K. J. Revell, *Croydon's* director of education, said this week that the proposal had been made because in certain schools the head was not getting support from the staff over supervision of playgrounds during the *midday break*. It was not an economy measure.

"People", by Gareth Fowler, aged 15, from Kingsbury Special School, London, is one of nearly 200 paintings in the 15th international exhibition of art organized by the National Society for Mentally Handicapped Children.

More places than children?

By 1984 there could be more places than children in Oxford's first (five to eight year olds) schools, according to a working party which wants to close down half a dozen of them.

The recommendation, which is due to go to schools subcommittee early next month, has raised a storm of protest. Counter-reports have been produced by parents' action committees and the planning department of Oxford City metropolitan district, which has no responsibility for education.

Savings from the closures have been separately estimated at £1,000 on current account, mainly from lower heating and lighting bills but, in view of the time closures take, these savings would not become effective for four years.

The working party's population forecasts are based on Government projections. These come with three trends: *high* (optimistic), central *and low* (pessimistic). The working party has adopted the central trend but, noting that Government projections have consistently erred on the side of optimism, it also includes the pessimistic (no pick-up in the birthrate in 1979) projections.

These figures were hotly contested at a packed meeting last week, the first of four public meetings to be held in each of the areas affected.

The Rev Robin Bennett, director of the Oxford Institute for Church and Society, is chairman of a group that has produced a counter-report which criticizes the working party on three main grounds: it makes no mention of educational considerations, such as the use already being made of empty classrooms; it ignores the needs of the local communities; it underestimates the traffic hazards its proposals entail,

Parents of autistics need help

More help is needed for the 5,000 families in Britain who have an autistic child, according to a report published to mark "autistic week" which ends tomorrow.

In the report, called *Our Jane Washes Brown Bread*, mothers of autistic children talk about their difficulties and how they have tried to overcome them. The unusual title comes from one of the case histories. Jane insists on washing brown bread because, according to her logic, it is dirty: she has been taught to wash her hands when they are that colour, so the bread must be washed.

The report calls for more counselling and support for families with autistic children as the strain is "intolerable," especially on the mother. "Day after day she is in a prison of the child's making" says the report. "She cannot visit other peoples' homes because he or she may object, sometimes violently, to the change in routine. A trip to the supermarket can be a nightmare."

One mother said that if her local supermarket changed its lay-out, her daughter would start to put it right—for instance changing the cornflakes back to baked beans if the shelf had been reorganized.

Other children have more disturbing obsessions, such as screaming for hours on end, destroying furniture and wallpaper or smashing their head against the wall. Perhaps the real wonder is that more families do not break up, says the report.

Our Jane Washes Brown Bread, The National Society for Autistic Children, 1A Golders Green Road, NW11 8EA. 25p.

County takes on Mrs Williams

North Yorkshire County Council has started legal proceedings against Mrs Shirley Williams, the Education Secretary, over the reorganization of two schools.

The council wants both schools, Ripon Grammar and Ripon Secondary, to become comprehensives. But Mrs Williams has said that only one school should remain open. She has asked the council to submit revised plans.

High Court judges are to be asked to decide if Mrs Williams can stop two comprehensives from opening. The council is seeking a declaration that she is acting outside her legal powers.

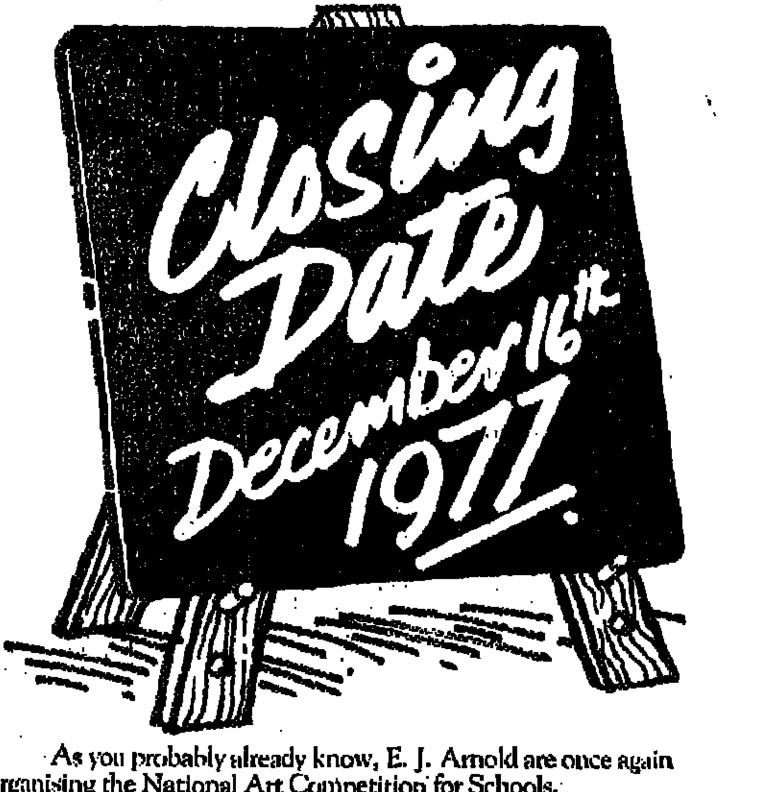
Last January Mrs Williams asked the council for proposals to end selection at 11. In July the council decided that the two Ripon schools should become 11-18 comprehensives with a joint sixth form.

Mrs Williams told them the plan was unsatisfactory because both schools would remain in existence. This was wasteful and would create unnecessary difficulties in the allocation of children. She asked for a new plan. But the council's school's subcommittee decided to take legal advice. Queen's Counsel expressed the opinion that Mrs Williams was outside her powers.

Because the county did not want to "jeopardize unnecessarily the good relations" between it and the Department of Education, says a statement from the authority, it was resolved that a deputation should be sent to explain to Mrs Williams why both schools should remain.

Mrs Williams twice refused to see representatives. Now the council is going to court.

The National Art Competition for Schools



As you probably already know, E. J. Arnold are once again organising the National Art Competition for Schools.

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If you're going to enter your pupils and you already have all the relevant details for entry, perhaps we could remind you that the closing date is fast approaching.

If you don't yet know the subjects and the conditions of entry, please send for your entry form immediately.

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TES 5

PROJECT FIRE

Young people 'must be taught to care'

Intellectual achievement must go hand in hand with concern for other people, Dr Alec Dickson, honorary director of Community Service Volunteers, told the Conservative Party's back bench education committee last week.

Children and students should be encouraged to teach one another, to help in solving problems faced by Government departments, to develop alternative sources of energy, and to help the unemployed to find work.

The great debate on education had been essentially phoney, he said. "It is not a matter of either going back to basics or belonging to the bleeding hearts brigade. Intellectual rigour and response to human need are not mutually irreconcilable: they can—and must—be combined." He gave examples of how this had been done.

● Sixthformers at North Berwick High School began to monitor the pollution coming out of a new power station as part of their chemistry course. The Scottish Meteorological Office asked to see their operation and the Department of the Environment to see their findings.

● A handicrafts teacher at Brierley Road Secondary Modern, Crewe, took 32 of the most difficult children to see spina bifida children at the local hospital. They were asked to find a way to move them around. After six weeks they came up with boomerang-shaped trays on wheels.

Dr Dickson was scathing about the lack of interest shown by the Department of Education and Science towards community service. "The consequences of this obduracy by the DES are not hard to see", he said.

"The presentation of community service in schools is entrusted to teachers who, no matter how intense their goodwill, have never received any training in how to 'put it across'. All too often it entails digging gardens or visiting the elderly ad infinitum".

Students should be working for the people of Britain and trying to solve their problems. Business schools and departments of management studies should release them for months at a time so that they could help the unemployed to set up businesses.

Trike of the future: this three-wheeler for disabled children was designed by Martin Ridge, aged 17, of Simon Langton Boys' School, Canterbury, and won an award in this year's Design Council GEC Schools Competition —"Britain's designers for tomorrow".

L.e.a.s urged: 'Break industry's grip on leavers'

by Mark Jackson

The education service is to try to make good the Manpower Services Commission's promises to encourage local participation in the running of its programme for jobless school leavers. Urban education authorities have been asked by the Association of Metropolitan Authorities to set up machinery for the task.

The commission's own plan, announced this week after considerable delay, makes only the vaguest provision for local initiatives. Despite widespread criticism, it will run the programme throughout the country through its own staff, with 28 area boards to decide what should be provided.

The Association of Metropolitan Authorities is asking its member education authorities each to set up its own committee to coordinate local action. The committees will bring together groups such as youth organizations, local employers, and others who want to help, as well as the authorities' own services.

Although the commission's announcement refers to the role of what it calls "action groups", it offers them no clear share in the structure. However, the committees which the education authorities now propose to set up will be able to channel advice and ideas to the civil servants in the commission's area offices.

They do not appear to have any direct access as of right to the boards. Neither will they have power to make decisions or to spend any of the £200m a year allocated for the programme.

The committees will work through link teams, which the commission will provide to maintain contact with each authority. In most cases this will mean that the dozen or so civil servants in each area office will be responsible for maintaining simultaneous links with five or six l.e.a.s and their committees.

The local authorities have in turn agreed, through the Council of Local Education Authorities, to show the ropes to the civil servants many of whom will have had little or no experience of the way local government, education, or the youth service works. Each authority is being asked to appoint an officer to liaise with them.

Because of redundancy fears in the Civil Service, the commission is unable to recruit outsiders with experience of dealing with young people. Virtually the only non-civil servants used will be workless adults who will help to run projects at junior level.

The area teams will themselves be fairly low status officials, with a senior executive officer in charge. They, and not the local committees, will evaluate projects for the area boards and monitor them. They will also be directly responsible for paying out money, and for supervising work experience provided by employers.

Although the ten or eleven board members will represent employers, unions, local government and the voluntary agencies, the commission's insistence that they must be persons of "considerable stature and authority" suggests that few will be able to spare the time to involve themselves in detail or to keep track of what is happening on the ground.

The local authority associations have only been persuaded to acquiesce in this structure by the commission's promise that it will be reviewed within 18 months. They rejected what many regarded as a rather im assumption by the commis a chief education officer councillor would adequately sent the whole group of aut in each of the board areas. they will now get up to th resentatives a board in add a CEO. These will norm elected members of educati mittees.

The careers service, bitterly criti cal of the proposed structure It thought it would have no access to the boards, abo its opposition when told t representatives would attend meetings for consultation necessary.

This leaves only the vo youth agencies, the teacher and a large group of MPs reconciled to the commission's

The teachers' organization worried that educational value be subordinated to the civil vants' priorities. The feelings of other two groups were reflect Gerry Fowler in last week's they belief the commission d ately led them to think that programme would be run in a which would represent a real tension of democracy when, in it had no intention of sharing with anyone.

The Manpower Services Com sion's men cannot understand their talk of partnership with lo bodies and their insistence that programme would be decentra as far as possible can have taken to mean that they would decisions, let alone along one on whom they could not a close professional This is what they mean when a few boards covering the only way to avoid expensive army of bureaucra

They insist they were open their intentions from the start. Holland working party report set out the proposals, indicated there would be only about 30 boa in all, with commission staff the money bags and make sure the boards followed the comm sion's policies.

More to the point, there never any doubt, that, wha lengths the commission went to order to enlist the support of agencies and of the Education S retary in its bid to get the pu money it wanted—and to stifle proposals that might have responsibility for the programm other hands—the only views matter to it are those of indu The commission never does thing that the Trades Union Co gress and the Confederation British Industry will not accept.

Employers need most to courted if the programme is to out the way commission offic like its creator and head, Geoffrey Holland, see it—weigh increasingly towards work exper ence on employers' premises.

TUC officials are also convinc of the supreme importance of wor experience. They recognize the employers must be won Negotiation, they believe, needs be done by professionals. By they mean careers officers civil servants, not youth organizers.

In fact, the TUC sees the whole row over the programme for the jobless as a distraction from the more important task of expanding education and training for young people as a whole.

Minister tells l.e.a. to hold fire on cuts

Bedfordshire County Council should look thoroughly and carefully at its assumption and calculations before reaching decisions that could have a very serious effect on the standards of the education service in the county, said Miss Margaret Jackson, Under Secretary for Education and Science, in the Commons last week.

Its revised savings target of £2.37m could not be a final decision on the budget for education next year. It would have to take into account much more information.

The Government's proposals for rate support grant would not be made known until today. They must be debated and considered in the House.

Local authorities could not yet know what their share would be. Expenditure on education overall was expected marginally to increase nationally, by just over 1 per cent.

Underlying the figures in this year's public expenditure White Paper was a clear statement of how the Government saw the priorities within the education service.

The White Paper assumed that staffing standards would be maintained at their present level nationally, that there would be a modest but steady increase in the proportion of under-fives receiv nursery education and that the pro vision for in-service training fo teachers would be further deve loped.

Against that background, she w concerned that Bedfordshire shou be contemplating policy chan which were far more drastic severe than the White Pa assumed nationally.

Miss Jackson was replying to Ivor Clemitson (Luton, East, L who detailed the cuts proposed the county council and descr events at a lobby of NUT mem in Bedfordshire earlier in the

Coeds blamed for indifference to industry

Coeducational schools are to blame for the lack of interest by girls in careers in science and industry, the annual conference of the Girls' Schools Association was told in London last week.

Miss Mary Hamilton, the association's president, said girls in mixed schools were much less likely to be studying maths and science or to be encouraged into jobs in industry. Girls' schools insulated them against the traditional non-scientific role assigned to women.

Girls admitted to the sixth forms some boys' schools, she said, had adapt to different teaching methods and forgo opportunities for school responsibilities that were important to general development.

The Girls' Schools Association, which represents 233 fee-paying girls' schools, also heard from Dr on McEwen, vice-chairman of eph Lucas Ltd., that private girls' schools lead the field in producing women engineers. "So did the old girls grammar schools", he said.

The spread of comprehensives meant that opportunities for girls were being reduced "not because schools are comprehensive but because they tend to be coeducational". Girls were segregated into girls' subjects".

Dr McEwen, who is the immediate past president of the Institute of Mechanical Engineers, said that in Britain only one engineer in 500 was a woman. In the United States the figure was one in 50 and in France and Germany one in 60.

The difference between Britain and Germany was largely due to the premature specialization in British sixth forms. In Germany maths were compulsory to the age of 18.

Inspectors call for caution on sex lessons

Schools should not over-emphasize sex education, say Her Majesty's Inspectors in their latest advice on health education.

Teachers should never discuss their own sex lives with pupils. They should be careful not to encourage "precocious experimentation" or to suggest to children not yet interested in the opposite sex that they are abnormal.

Schools, they say in a booklet published last week by the Department of Education and Science, should be clear about what they are doing and why. The underlying value judgments assumed in education should be identified and justified and the extent to which it pervaded the whole curriculum taken into account. "Discussion of sexual matters can so easily be over-emphasized."

Schools had to evolve for their pupils a basis for morality of which sexual conduct formed only a part, but a very important part — "a part of such importance that it may lead them to a sacramental relationship of profound significance or to a broken home, ruined children's lives or destroyed careers".

Sexual deviations and homosexuality should not be mentioned unless brought up by pupils themselves, though teachers had a duty to warn children against accepting lifts or sweets from strangers.

On the misuse of drugs, the booklet says schools should not allow such incidents to provoke a witch-hunt. It was likely to disrupt the sensitive area of trust between adult and child and schools should keep a sense of proportion".

"It is most important that schoolchildren found experimenting with drugs should not be ostracised and forced into a position of being accepted only by a drug-oriented subculture." Where drugs were being pushed, however, heads had a duty to inform the police.

Health education in schools HMSO. 60.

elinquency probe

ew methods of treating young nders are being investigated by aster University. The social inistration department is study- the effects of intermediate ment supervision orders given ung offenders by juvenile

'Stress' pay: teachers win the first round

A county council's objection to adding £276 a year to the pay of teachers at 22 "social priority" schools were overruled by a High Court judge last week. But the teachers will not receive the money yet—if at all.

They will have to await the outcome of another case in which Dyfed County Council claim that the Education Secretary acted outside the law in making the order under which the Burnham Committee on teachers' pay gave the schools "social priority" designations.

This case will come before the same judge, Mr Justice O'Connor, in January.

Last week Judge O'Connor rejected a claim by the council that the Burnham Committee had not followed the correct procedure under the 1965 Remuneration of Teachers Act when considering the 22 schools.

The test case was brought by Mr Peter Lewis, a teacher at Milford Haven Central Secondary School, who was backed by his union, the National Association of Schoolmasters-Union of Women Teachers, and joined in the action by the Burnham Committee.

Mr Lewis's school was among those designated for the extra £276 a teacher from June 1, 1974.

Dyfed Council refused to pay and, in the action, sought a declaration that the designation of Milford Haven Secondary and 21 other schools in the area was invalid.

The judge said that the Burnham Committee had to consider five criteria: the social and economic status of parents; absence of amenities in their homes; the proportion of pupils receiving free meals; pupils with serious language difficulties, and the proportion of retarded, disturbed and handicapped children.

Burnham wrote to all education authorities in England and Wales in June, 1974, asking them to prepare lists of schools in their areas on the basis of the criteria. The judge said he could find nothing irregular in that procedure.

The returns showed that some 77,000 teachers were employed in the schools listed. But there was only money available for 64 per cent of these and there had to be a "cut off" point.

The Dyfed list had 32 schools and Burnham cut it back to 22.

In January, 1975, Burnham was required by the Secretary of State to "wear a different hat" and become a designating committee for the social priority schools, he said. This was to provide an expeditious procedure for review and variation of the priority list.

In December, 1975, Dyfed Education Committee asked the Education Secretary to scrap the whole scheme as being bad and divisive. Informing Burnham of this Dyfed withdrew their list of schools. Burnham replied that the scheme would go forward.

The judge said he had considerable sympathy with the Dyfed attitude. The divisiveness of the scheme was demonstrated by the exclusion from the list of two Coleshill secondary schools at Llanelli, which took pupils from designated primary schools. The "round robins" from protesting Coleshill teachers spoke for themselves.

He could find no irregularity in anything Burnham did. Dyfed's decision to withdraw its list of schools was of no effect. Burnham were entitled to disregard the withdrawal. The schools were properly proposed and considered.

Mr Lewis and the Burnham Committee were awarded costs against Dyfed Council.

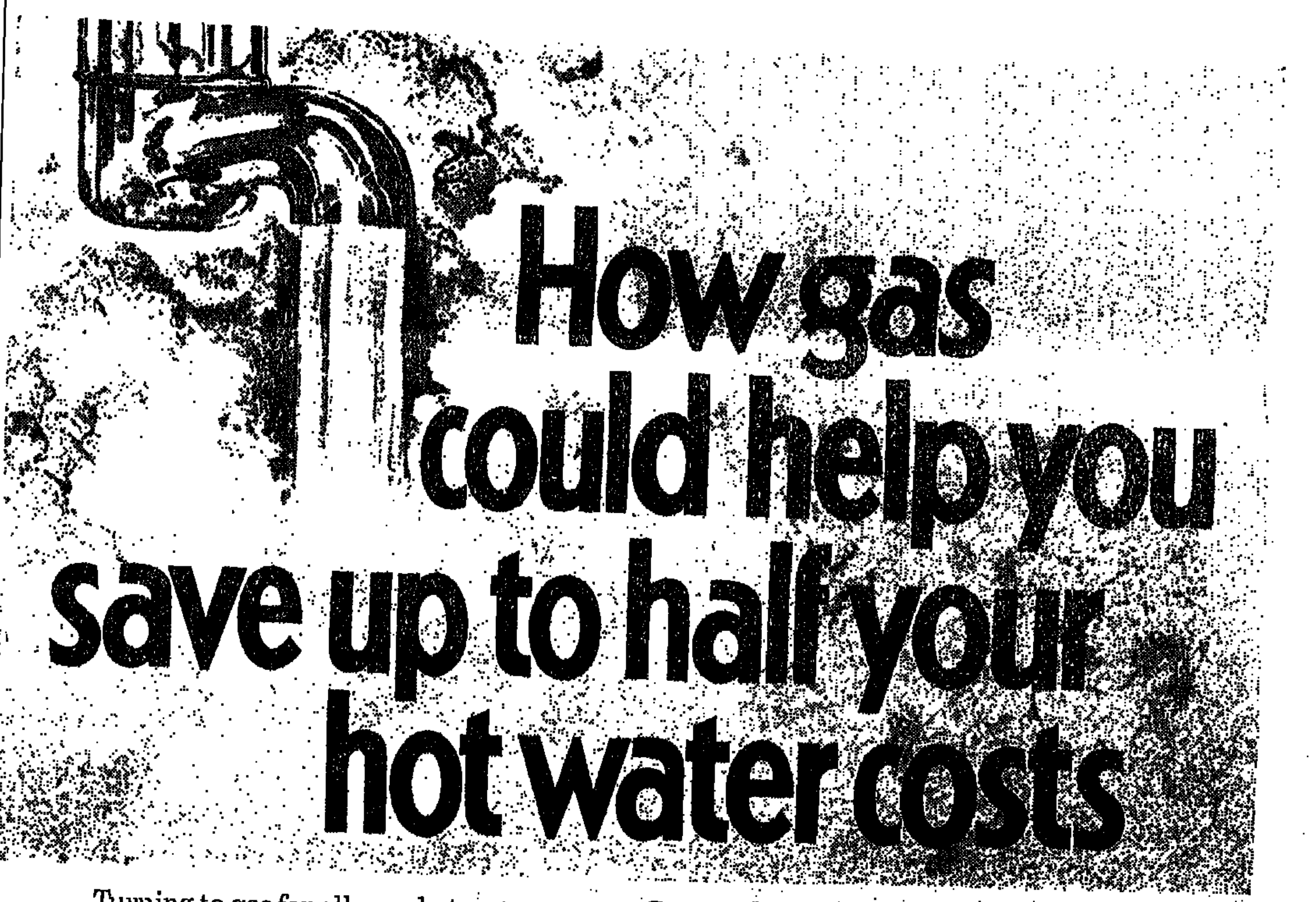
The judge commented: "We must not lose sight of the fact that there are a lot of teachers down in Dyfed who have not been paid this money." He hoped, therefore, that the Education Secretary would be able to argue the next case as soon as possible.

The second action would affect schools right across the country. If Dyfed Council were right in their claim, then the whole designating procedure was bad and no teacher was entitled to extra payment, said Mr John Peppitt, QC for Mr Lewis.

● Today's meeting of the Burnham Committee has been postponed because of the outcome of the Dyfed case, writes Stephen Cohen.

Mr Fred Jarvis, general secretary of the National Union of Teachers and joint secretary of the committee, called off the meeting because the issue has not been finally resolved. The committee was due to designate more schools today but will now wait for the outcome of the case against Mrs Williams.

Mr Bernard Wakefield, assistant general secretary of the NAS-UWT, said this week that he was delighted at the outcome of the case.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BRITISH GAS

The emptying shelves

The supply of books in schools is being hit by inflation, c hanging teaching methods. The TES went to 13 authorities to find out what is happening. In the first of two rep utline national facts and trends.

Last year schools spent less on books (in real terms) than they did five years ago (see graph). Five years ago, teachers were in the vanguard of a big campaign to increase spending. Now, in the cold climate of cuts and falling pupil numbers, jobs seem more important.

The now-deceased Association of Education Committees and the National Book League used to set "good" and "reasonable" spending levels on library and textbooks. If you convert the last AEC/NBL recommendations (in 1975) to today's prices, a "good" level of spending per head on books would be £4.37 for children up to nine, £4.97 for nine to 11s, £6.96 for 11-13s and £9.94 for over-16s.

The latest DES figures for 1976-77 show that average per capita spending on books was £3.38 for primary schools and £5.76 for secondaries. This average masks huge variations between authorities. In some, *total* capitation is not much above the AEC/NBL recommendation for books alone.

Many teachers argue that books are simply part of a seamless robe of "learning resources". They believe that books should fight for their corner, not be given preferential treatment.

It has been quite a fight. The main enemy has, of course, been expenditure cuts. But teachers' choices of how to carve up the education budget, and changing teaching methods have made further inroads into the money available for books.

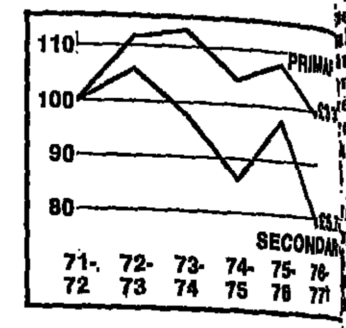
The Bullock report, which might have been expected to spearhead a counter attack in the name of higher standards of literacy, was in fact markedly ineffective. The report showed up glaring deficiences in the supply and deployment of books at both primary and secondary level. The committee's clearest recommendation was that the DES should rapidly convene a working party with the local authority associations to look at capitation levels, and bring the worst authorities up to a reasonable level.

Nothing happened. The last thing local authority associations wanted, just after reorganization, was a government department telling them how to spend their money. And the DES was prevented by the Government from starting anything that might result in calls for increased public spending.

So, in several authorities, resources for books have been hit both directly, by schools spending less, and indirectly, through cuts in library and school library services.

Table 2 (below), taken from an unpublished DES survey of library services in six home counties, shows the huge variation between those authorities in the years of spending restraints. Buckinghamshire and Surrey imposed savage cuts; Hertfordshire and Bedfordshire built up their services to schools. Buckinghamshire now ranks 31st out of 38 counties in spending on school library services (last year it rank and Surrey 36th.

Table 1. Per capita spending on libr books by l.e.a.s (1976-77 prices) sho tion in spending (1971-72=100) betw and 1976-77.



	Primary
1971-72	100
1972-73	111.23
1973-74	112.98
1974-75	104.58
1975-76	107.52
1976-77*	99.33

* provisional.
Source: *DES Statistics of Education*, 1976-77 prices.

Buckinghamshire nearly decided to a school library service altogether. A g secondary heads got together to set p in education spending. They ranked pupil ratio first, and ancillary services not l schools (that is, the school library servi Hatchet men on the council were happ the excuse for a substantial saving.

In the event the hatchet was Buckinghamshire still cut its school libr vice bookfund from £85,490 in 1976-77 to this year (the original estimate for 1977-78 £129,160).

Even in Hertfordshire, top of the league for school library service spe bookfund is £269,980 this year—nearly head), schools are slightly worse off th were last year. Until April, the Herts service provided schools with any book £3 to £5 at a nominal price of £1: books were provided free. Now the £1 charge books from £1.40 to £5—and of course ma backs now cost more than £5.

Primary schools are the big users of library services, and cuts hit young c hardest: they get fewer, and more dila books. But many school library servic been building up services to secondaries

rvices are particularly important in country eas, where public libraries are more scattered. is the counties that have been cutting hardest. 1974 the Labour government rejigged the te support grant to give more to cities.)

The money directly available for schools to pend on books comes from capitation—the nomil sum per pupil each authority spends on edution. Table 3 is one indication of the enormous nge in capitation between authorities. It shows e highest and lowest spenders in three ageoups—primary, 11-16 and 16-plus—among 13 thorities visited by TES reporters in the course this inquiry.

Even where capitation has notionally kept pace th *inflation*, there have often been hidden cuts. nce 1974, schools in some authorities have lost kinds of special allowances—for furniture, intenance, housekeeping and office expenses— t used to be extra to capitation

Among the authorities we visited, Barnsley's pitation had to stretch furthest. In 1974 it was tended to cover domestic equipment (soap, wels, toilet paper), cleaning equipment, careker's needs, plants and seeds for the garden, dow cleaning, piano tuning, chimney sweep, post and telephone costs, laundry, as well as ching materials and equipment

Oldham schools have to buy office equipment d stationery, and pay for postage and teleones out of capitation. But several authorities Gloucestershire, Sunderland, Hereford and rcestershire, and others—allocate separate owances for housekeeping and office expenses.

One hidden cut has passed almost unnoticed hat suffered by secondary schools going comehensive. New schools get special "setting up" owances to build up resources. Not all authoris do the same for schools taking new ability ges in existing buildings.

For example, Malvern Hall, until recently a hly selective three-form entry girls' grammar ool in Solihull, began to turn into a six-form try coeducational comprehensive in 1974. They ere given a new art and craft block and £200 as general grant to cover the cost of the change; they also received some one-off grants from funds controlled by inspectors—goalposts for boys' PE, £500 for CSE science books, a reading machine for the new remedial department and some RE materials. Their capitation was £10 a head in 1974, and is now £12—a large drop in real terms.

Several authorities have given up earmarked *library allowances* for schools—often with the *full support* of heads and teachers who wanted to control their own spending. In the 13 authorities e visited, schools in Hereford and Worcester, irmingham, Gwent, Dorset and Gloucester city ad lost library allowances in the last four years. Some authorities notably Inner London, by its Alternative Use of Resources scheme—have gone much further towards giving teachers control of resources. When they are given a choice, most schools choose to spend on teachers—not books, and other materials. And teachers are extremely expensive.

The ILEA has a nominal figure for a teacher which any school must use if it wants to use AUR powers to buy more staff. This figure has gone up from £2,000 to £4,800 in the last couple of years. So schools who chose to buy teachers in the early days of the scheme have to carry the inflated cost —and use money that would have gone on other resources.

Even where schools have no powers to switch resources from books to teachers, many teachers and staff—particularly in secondary schools —have consciously or unconsciously moved away from books. Secondary teachers began to find alternatives to textbook teaching for good reasons, and the move was accelerated by changes to mixed ability teaching. But the changes were not always made with full realization of the resources needed to carry them out properly—as recent HMI surveys have shown. And in the last few years, there has been virtually no money for new resources.

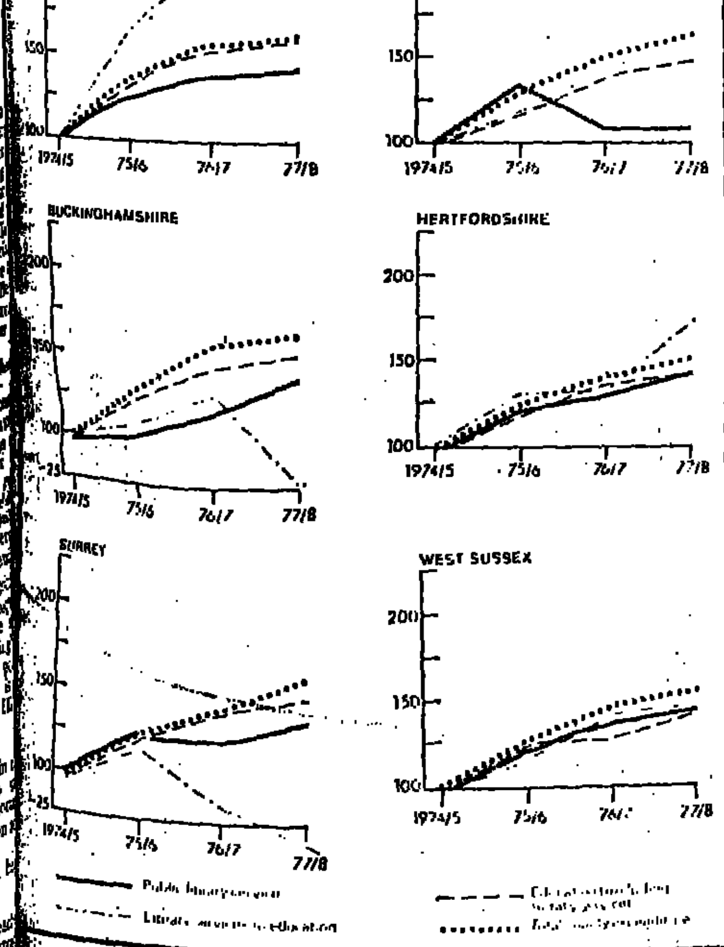
One result of these trends is that a much larger proportion of many secondary departmental budgets has gone into home-produced resources. So the proportion of money spent on books goes down.

So, to sum up, there has been what one HMI called a "conjunction of effects" that have hit book supplies. Cuts in capitation, in school and public library service; and in libraries in individual schools, have combined with changing teaching methods to run down the supply of books. Many of the education officers, heads, librarians, teachers and inspectors we talked to feel that the effects are now beginning to be serious.

They are particularly concerned about secondary schools, where spending has dipped even lower and where the pressures to conserve book stocks can lead to many children—particularly the youngest and the non-exam groups—getting very restricted access to books.

And there is one particularly disturbing trend. In many areas, there have been tales of parents moving in to fill the capitation gaps, either by buying textbooks for their own children, or raising money as a group to buy textbooks for new courses. So parents' income is beginning to affect not just desirable extras like swimming pools and minibuses, but basic educational needs.

Next week we report what TES reporters found in visits to 13 authorities, and the results of other surveys, to see how far teachers and administrators share these feelings of impending crisis over school books.



le 2: *How spending in six authorities on education, libraries, and ary services to education changed between 1974-75 and 1977-78. From published DES survey of library services.*

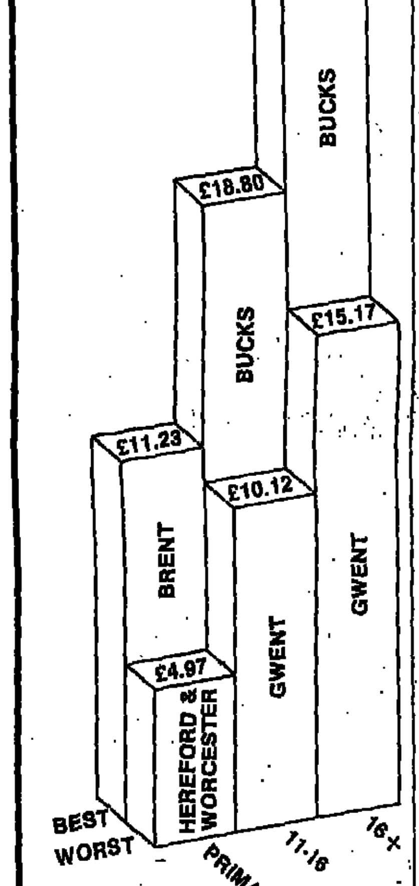


Table 3. The meanest and most generous authorities on capitation among the 13 authorities in the TES inquiry.

'We'll run out of books . . .'

"Stocks of books and other learning materials are wearing out. . . . The cost of examination texts in secondary schools makes it difficult to provide enough books for the earlier stages. . . . In many primary schools there is now a shortage of books and learning materials for the basic subjects. . . ."
—Surrey chief inspector's report to the education committee this year

"I have been allocated £250 for textbooks and library books for the whole (science) department, which works out at about 56p per pupil per year. The simultaneous introduction by the JMB of new syllabuses in O and A level physics makes it necessary to replace our textbooks (which are in any case almost worn out) at a cost of £400. Lack of money has obliged me to advertise for second hand books. . . . I fear that scientists in the professions and in industry are largely unaware of the desperate situation which has been created by prolonged educational economies. . . ."
—letter to the *New Scientist* from a head of science in Cumbria

"What will happen? We'll run out of picture books for primary schools".
—librarian, Buckinghamshire

"The library grant for 1977-78 for all three libraries, and including books, periodicals and stationery, was a mere £200.
—librarian, Nottingham comprehensive with 1,860 pupils and three sites

"I can't tell you what we spend on books—boys mainly buy their own. We spend £3,000 a year on the library."
—headmaster, Eton College

"I received £480 a year as my library allowance—the same as for the past two years. The library is used for teaching most of the day. At the moment I have two periods a week guaranteed library administration time. My annual per capita is 46.1p—just under two Ladybird books per child per year."
—librarian, 11-16 comprehensive (1,040 pupils, mostly from council estates) in Lancashire.

"It is extremely discouraging that so many authorities continue to spend so little on the basic tools of education as compared with the remainder of the total budget."
—*The Bullock Report*, 1974

"Compared with 1974 we would now need nearly 30 per cent increase in capitation to stand still. We have been particularly badly hit as there seems to have been no realization that the books, etc, used in a highly selective girls' school are not always, or even often, suitable for mixed ability and remedial classes across the full ability range."
—head of 11-16 mixed comprehensive in Solihull, until 1974 a girls' grammar

"There is no question of doubt that in a number of areas real purchasing power for books and capitation in general has reduced very dramatically, indeed."
—NUT official

"Our PTA gave £40 for books last year and £150 this year. Parents of some secondary childre bought O level or other te We do not approve—parent provide extras only. But a cyclopaedia would cost m £100, ordinary books of good cost much of one child's al for a year, and other materi equipment are needed. If we rely on the capitation al alone, the children would ha few books bought for them year."
—primary head's

"The expressed aim is to and maintain a library in each to a level where there is a mum stock of 10 books per (15 books per sixth-form On this basis there was a total fall in 1977 of some 130,000
—report on schools' library to Havering Education Com

"Dog-eared volumes are increase, similarly the p of older books from the library service is increasing
—head of a small Bristol p whose books expenditure from £176 in 1975-76 to year

"You will find a mountain books which will help these complaints (of last year I spent £1,900 on library books."
—Bromley junior school pupils

"It does seem that teac prepared to go to extr lengths to avoid spendi on books."
—educational

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Science diary

by

John Maddox

All tied up

(by a piece of sixth-form string)

Our devotion to exams is no doubt admirable, if only in the Latin sense of the word. But the willingness of school and university teachers to engage in the arcane discussions of the proposed N and F system of exams for sixth formers must surely bewilder visitors from abroad, let alone from Mars.

The discussions now going on are in all kinds of ways comparable with those that occupied the schoolmen in the fourteenth century, the number of angels on the head of a pin and questions like that. While the arguments of the schoolmen usually led nowhere, however, there is a serious danger that we shall one of these years wake up to find that N and F has come to pass, so great is the momentum behind the scheme.

Can we then put a stop to N and F before things have gone much farther? The place to start is by a re-examination of how it all began, more than 10 years ago. The chief objective was to create a pattern of public exams that would encourage most sixth-form students to follow courses of study that are broader than is usually the case with A levels while still enabling the universities to use the sixth-form exams as a means of selecting students.

Linked with but distinct from this objective was the hope that students entering sixth forms would be able to postpone, if only by a year, the point at which they were required finally to decide what careers they would follow in higher education. Naturally enough, a broader and more flexible pattern of exams would also enable sixth-form students not competing for university places to follow sensible courses and to take away a piece of paper at the end. All very laudable, everybody will agree.

Unfortunately, the intricate minuet which the Schools Council and the Standing Conference on University Entrance have been dancing for the past decade has led only to a series of unintelligible compromises. The "F" part of N and F is the part of the package intended to assure universities that school-leavers will indeed have learnt at school a good part of what they will afterwards be expected to relearn in their specialized university courses. The trouble, so far as I can tell, is that it does not give them much assurance at all.

No wonder. Disquiet will persist for as long as the managers of the N and F revolution are bent on trying to persuade the vested interests in the field that the N and F regime will bring all kinds of benefits but that otherwise nothing much will change.

It all sounds too much like the way in which two successive Prime Ministers (Heath and Wilson) stumped the country after their respectively successful entries into the Common Market, telling people that there would be lots of benefits and no disadvantages.

This, it seems, was the chief objective of a meeting last week about some N and F syllabuses in science subjects which have been produced at the behest of the Schools Council but which on this occasion were being mulled over by a meeting organized by the Standing Conference on University Entrance. Everything, it seems, is possible, and those with a taste for these things will have plenty of innocent amusement to look forward to in the long winter evenings.

Suppose, for example, you want to devise N and F syllabuses for physics. You should start with a piece of string, and cut it roughly in half, keeping one of the two pieces to represent the N level syllabus. You must snip a piece off the second bit of string to represent the extra content of the F level syllabus, and then decide how to join it on to the N level bit.

Now comes the fun—you must decide how you would join the two pieces, the N and the F together. One simple way is to splice them end to end, which means that N plus F is almost an A level again. Or you can tie the short one on to roughly the mid-point of the long one, which implies that the content of an F level course in physics is supplementary to but distinct from the N level course—it might, for example, be "electronics" or, worse still, "options".

Finally, however, as an armchair curriculum builder, you can embrace the notion that the difference between N and F has nothing to do with content but only with what is called "depth". In other words, both lots are taught the same things, but the F for "Further" people are expected to understand it.

That, of course, entails that you should make the short and long pieces of string stick together sideways; if it were rope, you could no doubt find a sideways splice, but since it is likely to be string I recommend the use of a good quick-drying adhesive (but not one of those that sticks to your fingers as well, because there is a long way to go yet.)

For example, you have to decide what kinds of N level syllabuses you must devise for those students in the sixth form who really know (even after the N and F revolution has come to pass) that they would prefer to be classicists, or historians, but who have been persuaded by idealistic teachers that they ought to know something about physics as well.

Can you honestly provide for them an N level course that university physics departments say is not suitable for entry to a physics department? Would not you be better occupied, this longer winter evening, with devising a syllabus called "Physics in the Modern World", or even thinking how you might teach them electronics?

The second option is, you will quickly appreciate, full of opportunities; if only some pe were other people's least it might be po sixth form with the posal without starting of students and teach

By now, of course, realized that you bark on an exercise string of just one col better have at least one for each of the aspiring sixth-form stu aiming at.

You might think of shorter pieces of string ing to the F level cour distinctive way, such as end in sealing wax. The to spend two or three assessment—and to be should not be too dis the guess of one wise ol an exams boards last would take 60 half- accommodate the annual exams season (pro schools did not ask fo and oral exams).

Similarly, do not be the sneaking suspicion intellectual structure of ject" with which you are cannot easily be chopped the new pattern. Revol courageous people, after in this day and age, shou allow themselves to be b by the content of what th A piece of string is, a piece of string.

The truth, alas, is that The vast apparatus of the N and F industry must b to all those famous an square the circle with history of mathematics i It is a pious attempt to m run uphill.

The Schools Council perly hopes that people universities will be mo read than in the past, and sixth forms will be less by the pressures of univer requirements. The Scho is, of course, not merely rights but right.

So too, unfortunately universities in their students would be to enter courses of the kind we present if their ments cannot be expressed specific "Fs" and some would have been simpler recognized at the outset are often occasions when cilable interests can reconciled.

It would also have bee As things are, and with eve pect that N and F will come because those concerned punch-drunk to protest, deal of damage will be do even the broadening of dents' curricula is assured historians will make their on university departments "Fs" in ancient history and history, backed up with constitutional history, history and (the best of them) sociology.

Mathematicians will fi way to university with pure mathematics and mathematics, supported by probability and statistics, and engineering science.

While all this is happening thought will have been the needs of other kinds of leavers than university entr continued feasibility of the year university course, the by which university entrants be selected and, if it comes the place of the sixth-form British scheme of things

People

James Hornby, headmaster of Clifton College Preparatory School, Bristol, is to be chairman of the Incorporated Association of Preparatory Schools for 1978.

Schools

Mrs M. Ostrowski, teacher at St Joseph's RC Junior Mixed and Infants' School, Croydon, is to be head teacher of St Joseph's RC Infants' School.

Miss Dilys-Wyn John, deputy head teacher at Rhodes Avenue Primary School, London, is to be head of Belmont Infants' School.

Mr R. A. Hayden, deputy head of Bacup Thorn County Junior School, Rossendale, Lancs, is to be headmaster of Accrington Spring Hill County Junior School, Hyndburn, Lancashire.

Mr P. F. Johnston, headmaster of the Grammar School, Boston, Lincolnshire, is to be head of Queen Elizabeth's Grammar School, Blackburn.

Mrs Margaret Robinson is to be first head of the nursery school in the Maxilla Nursery Centre, North Kensington, London.

Mr Max Sweeney, deputy head at St Gregory Grammar School, Manchester, is to be head of St Peter's RC Grammar School, Prestwick.

Mr J. C. Settle, deputy head at Cherry Tree Primary School, Bolton, is to be head of St Stephen's C of E Primary School, Bury.

Mr H. Williams, head teacher at St Peter's C of E Primary School, St Helens, is to be head of Stand All Saints C of E Primary School, Whitefield.

Mr P. R. Smith, head teacher at Urmston Junior School, Trafford, is to be head of Radcliffe Hall C of E-Methodist Primary School, Radcliffe.

Universities

Mr D. Bishop, under-secretary, local roads and transportation, Department of Transport, to the London Master Builders Chair of Building at University College, London.

Wrangle over clothing grants

Birmingham education attempt to persuade par to apply for help with scho forms to social security off had a hostile reception fr Supplementary Benefits (sion.

The authority decided giving uniform grants to this year and save the £ had been spending. But mission says that uniform usually be provided out o security.

The education commit proposes to set up a hard of £10,000 to help poor fa

Professor David Donn man of the commission, letter that the authority taken its decision "witho understanding" of policy. "If your authority doubts about it, I am s steps were taken to cons

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Sport

Jobs in Juba: fresh vistas open for PE

by Stanley Levenson

The new university at Juba, a town in the heart of the southern Sudan desert, just five degrees above the equator, has become the catalyst for one of the first practical steps of the Centre for International Sports Studies.

The university, which is housed in a group of former army huts, wants the centre to provide a senior lecturer in physical education, an athletics coach and a football coach.

Some six million people in this out of the way region of the Sudan have but one qualified teacher of physical education and three other coaches to provide for all their sporting needs.

The centre's project director, Don Anthony, principal lecturer at Avery Hill College of Education in London, says he couldn't think of a more unlikely place for a sports development of any sort.

He went to Juba twice, once for UNESCO and once for the British Council, but nothing practical seems to have come of his visits.

Now the Centre for International Sports Studies has become involved and so, too, have some of its "associates". An organization called the Intermediate Technology and Development Group has sent a representative to Juba to help them to make their own sports equipment; sports films have been prepared through Videosport, and there is a link with Loughborough University, where Professor Harry Thomason has just taken up the first chair of PE in Britain.

Juba will also be helped by Lagos University, a connection established through a Nigerian volleyball trip to Britain. Don Anthony and James Platt, chairman of the centre's steering committee, both see this African link as an important step.

Philip Noel-Baker: president

At one time the moving spirits behind the Juba project thought in terms of an institution, perhaps based at Sussex University. They now have a much more fluid, less formal, arrangement with three main bases.

These are Loughborough University's PE department, Sussex University's Institute of Development Studies and the administrative base at the Central Bureau for Educational Visits and Exchanges, where Mr Platt is director.

The centre will benefit from the bureau's national and worldwide connexions. It will use existing institutions, specialists and resources for further Juba-type services, for courses, seminars, audio-visual aids and so on.

Its purpose is to see act as a service centre, an academic base and a forum for national and international consultations.

There is no formal membership. People interested in its work pay their "fees" in kind—in helping the work in whichever way they are best equipped. Indeed, the centre is building up a register of experts and specialists of every kind.

It sees itself as an executive instrument for sports cooperation and exchange, run by experts who give their services voluntarily. It is there to help British PE as well as meet the needs of the Third World.

James Platt: "Important steps".

Although it has this altruistic aim, it will also provide job opportunities for Britons abroad. The three wanted by Juba are just the tip of the iceberg.

Lord Philip Noel-Baker, Nobel Peace Prize winner, former Olympic athlete and former Labour MP, last week became the president. The steering committee members muster an impressive range of knowledge and experience.

In addition to Mr Platt, Don Anthony and Professor Thomason the committee includes: Miss Eileen Alexander, former principal of Bedford College of PE; Mr Tony Bailey, reader in education at Sussex University; Mr Michael Banks, Stevenage director of leisure services; F. J. Hill, Suffolk chief education officer; Professor Richard Jolly, director of Sussex's Institute of Development Studies; Mr David Moore, principal of Nelson and Colne College; Mr Dick Palmer, general secretary of the British Olympic Association; Dr Peter Sperryn, consultant at Hillingdon Hospital.

Mr Hamilton Smith, also at Avery Hill, is the research fellow; Mr Bob Price, the Central Bureau officer responsible for PE and who has much experience of sport for the handicapped, is the administrative chief, and Mr Alan Guy, a principal lecturer at Loughborough, provides the liaison between the university and the centre.

Delights of a ball machine

On a tennis course run by the Sports Council at Exeter University recently players were introduced to the delights of a ball machine.

Although these contraptions have been around for about 20 years, their use in schools is still fairly rare, confined principally to those with a strong sports bias—and a member of staff who knows how to use one.

Yet, for about £500 the scope for tennis coaching has widened enormously. With a machine, children can be fed a far larger number of controlled balls than a coach or other pupils could ever feed by hand.

Looking like a cross between a bird cage and a battering ram, it punches them out at two or four second intervals at a variety of angles and speeds.

Its head attachment can be set for forehands, backhands, volleys or smashes. Its great value was that it enables the coach, David Rundle, to give a great deal of practice to everyone on a course. At the same time he is left free to give individual attention wherever he wants.

An ex-county player and one of the most senior coaches in the country, Mr Rundle was one of the first users of the machines. He thinks their use has remained comparatively small mainly because few professionals have learnt to use them effectively. "But there is no better way of providing group practice, especially when time is limited."

When Tim got bitten by a sea kayak

Water Sports for the Disabled is a practical booklet just published by the Sports Council. Four years ago the council set up an advisory panel to promote water sport for the physically handicapped. The booklet contains all the information which has been gathered since then.

"I cannot remember exactly when I got bitten by sea kayaking, but I do remember imagining kayak camping before I ever held a paddle", says 18-year-old Tim Walsh, who has been paralysed in his left leg by polio since he was a baby. Nevertheless, he holds the British Canoe Union inland and sea proficiency certificates and has been traning to become a senior instructor.

"I am convinced that with a little forethought, consideration and an optimistic attitude, almost all water sports for the disabled could be successfully integrated with little fuss," he says.

The book, which is interspersed with personal stories like his, tackles each water sport in detail—angling, sailing, sub-aqua, canoeing, water ski-ing and swimming.

As well as advice on equipment needed, including clothing, and how it can be adapted to various disabilities, there are patterns for making an anorak and high trousers. Both might help make certain sports a more practical proposition for the disabled, as keeping warm is often particularly important for them.

How a disabled child can be encouraged to take part in sport alongside other children is also covered while for anyone interested in teaching a sport to the disabled, there are details of how to train.

Meanwhile the Sports Council advisory panel is now taking a similarly comprehensive look at water sports for the mentally handicapped.

Water Sports for the Disabled, Royal Yachting Association, Victoria Way, Woking, Surrey, 50p, including postage and packing.

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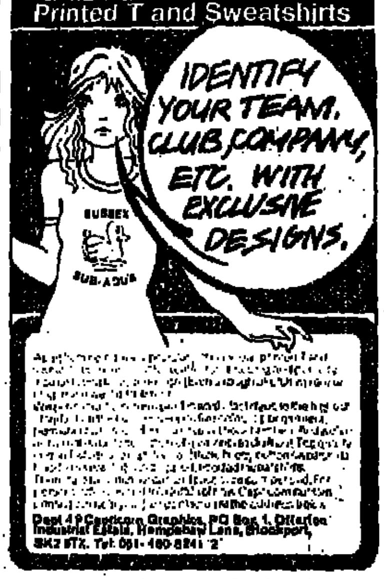
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TES Special Insets 1978

A complete list of the special insets planned for publication in the TES during 1978 is now available. If you would like a copy of this list, please write to the Advertisement Manager, The Times Educational Supplement, P.O. Box 7, New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

THE TIMES EDUCATIONAL SUPPLEMENT

United States

$750,000 boost for arts

from Michael Binyon

WASHINGTON

The United States Office of Education has announced the award of 77 grants for projects designed to integrate the arts into all school subjects.

More than 360 applicants competed for the $750,000 in funds available this year. Projects receive a maximum of $10,000, but many will get extra money from school districts or state agencies. They may also get funds from local arts councils, the Emergency School Aid Act and other federal programmes, the Artists-in-the-Schools programme or from private sources.

Projects began in July in 47 school districts and 30 state education agencies. Many will train classroom teachers, artist-teachers, professional artists, specialists and administrators to communicate the arts to children. Such community resources as arts councils, museum and art centres, and local artists or performers are being used.

Grants to state education agencies support workshops, newsletters, surveys, consultant visits to local school systems and activities of the State Alliance for Arts Education Committees. For example, Montana will survey arts programmes throughout the state, Nebraska will expand its "shared arts team" of artists/educators to visit more rural schools, Pennsylvania will apply its grant to in-service training, publications, worskhops and conferences.

Grants to local school systems fund such projects as:

● A half-hour weekly student production of television programmes on the arts, broadcast by the local cable television station and produced by the Concord Union school district in New Hampshire.

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Tel.: Ormskirk 75171, Etx. 249.

Denmark

Plan for the changing 90s

by Mike Duckenfield

A comprehensive plan setting out educational needs into the 1990s is to be published within the next few months. Apart from forecasting the outcome of current trends, it will make concrete proposals for decisions over the next 15 to 20 years.

Known as the U90 plan—*uddannelse* is the Danish word for education—it is being prepared by the Central Council for Education, a body responsible for long-term planning within the Ministry of Education. The project was initiated by the minister, Mrs Ritt Bjerregaard, in May 1975.

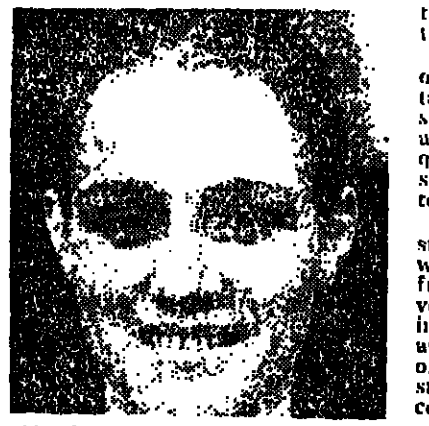
An interim report outlining the scope and priorities of the plan has already been published, and the Danes have invited a three-man team appointed by the Organization for Economic Co-operation and Development (OECD) to comment on the final report next year. The team includes Lord Briggs, Provost of Worcester College, Oxford.

The plan will embrace all aspects of formal—and informal—organized education. It will emphasize the interdependence of education with other forms of social planning and ask what can and should be done to equip the next generation of pupils to meet the changing demands of leisure and family, working and community life.

One goal will be to give higher priority to cutting inequality. Though education is open to all, opportunities are not equal; only tuition is free with other "costs" having to be met by the individual. The report will consider increasing state support for those studying.

It will also look at access to further and higher education, the future of the school marking system, education as a career investment, the effect of home background on achievement, the degree of specialization within courses and the gearing of admissions to different types of education according to future manpower needs.

One area certain to come in for considerable scrutiny is upper secondary schooling, which currently splits comprehensive school-leavers into academic pre-university gymnasia and vocational training schools, each with different methods and recruitment.



Mrs Bjerregaard.

Another major goal will be to lay down new guidelines on the training of critical ability in schools. The interim report says: "U90 will emphasise the function of men and women as social beings rather than as purely free and independent individuals."

Special attention will be given to the role of schools in imparting favoured values on sex roles and generation differences within the family, awareness of the Third World and "the class struggle" and the virtues of shar making in working life

U90 will contain working skills that co to all pupils such as p the ability to adapt an

The report is likely clear that some tradi of school study will way to new ones. The port says: "In the ne a proper balance must between knowledge, skills tudes and between theore tical and creative elem

Retraining and "rec of teachers will be of g tance, not only as regar sional know-how but achievement of equality question of how free should be to choose teaching methods.

Change is also likely in structure of the educatio with abolition of parallel further tuition and acad vocational upper secondary ing. Similarly, the size and the age-limits for diff of learning will be examin strative control may need centralized.

The final report will incl posals for a new planning for education, enabling the step implementation of plans.

● The Prime Minister, Mr Jorgensen, has told parlia the government is to set mittee to consider proposals the young unemployed. find extra apprenticeships places would be augmented sidies worth 500m Da each of the next thre encourage companies youngsters.

Australia

Parents to get say in restructuring

from William Purvis

SYDNEY

The people of New South Wales, Australia's most populous state, have been invited to comment on radical proposals to restructure its administration of education.

A working party set up to study proposals for a State Education Commission has suggested that the present system be scrapped. This would mean that the Department of Education and the Department of Technical and Further Education (TAFE) would ultimately be replaced by the commission.

Another result would be that the monolithic State Public Service Board would no longer be the employer of the thousands of teachers and staff in the two departments.

The nine-member working party under the chairmanship of Professor Jim Hagan has presented its 103-page interim report to the state Education Minister, Mr Edie Bedford.

Mr Bedford in turn has invited the public to respond to the views put forward in the report. The working party's final report is scheduled for completion early next year.

The interim report, with one strong dissenting viewpoint, sees an education commission as the sole controller of all state schools and colleges of technical and further education.

The commission would ultimately be responsible only to the state Minister for Education for development, control and maintenance of public education institutions with the exception of universities and colleges of advanced education, which are still funded largely from federal sources.

The interim report also suggests a more active role for teachers, parents and other members of the community in policymaking and education administration.

Professor Hagan said the replacement of the department by a commission would make teaching more flexible, give parents a greater say and relate education more closely to the needs of the community.

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West Germany

'Political' pay dispute ends in compromise

by David Dungworth

A long-standing row over teachers' salaries has been settled by a compromise which will largely maintain the existing pattern until 1981. It provides for a broadly uniform salary structure throughout the Federal Republic, while allowing the individual *Länder* to keep certain differentials introduced in recent years.

West German teachers are paid according to civil service scales so their salaries are a federal matter. The dispute over the new rates for 1978 rose out of a much more serious party political controversy over teacher training, which is under the control of the *Länder*.

In the *Bildungsgesamtplan* of 1973, the country's Comprehensive Educational Plan, the *Länder* education ministers agreed that teachers should no longer be trained according to the type of school in which they were to serve (primary and secondary modern, intermediate or grammar) but according to the age group of the pupils whom they would teach: primary (six to 10), secondary level I (11 to 16) or secondary level II (17 to 19).

Since then the six federal states governed by the Christian Democrat (CDU) Bonn opposition have had second thoughts about the reorganization. They feel that the Social Democrat (SPD)-controlled *Länder* are using it to pursue their policy of gradually replacing the tripartite system of secondary education with comprehensive schools.

The result has been a divergent development of teacher training in the different *Länder*. Bremen has introduced a standard form of training lasting four years for all teachers. In Hamburg and North Rhine Westphalia courses for primary school teachers last three years and those for secondary school staff four years. Among the CDU states only Lower Saxony trains teachers for different age groups as opposed to different types of school and this is to be phased out at one of the two institutions concerned.

Led by Hamburg, the SPD *Länder* have shown a tendency to place teachers at secondary level I and secondary level II on the same civil service salary scale (A13). In the recent negotiations the CDU states attempted to stop this trend by insisting that secondary level I staff should be paid on the same scale (A12) as teachers in primary schools. The difference is about DM200 (£50) a month.

A further element in the pay dispute was a move by the SPD and Free Democrat (FDP) members of the *Bundestag* to fix the salaries of all trainee teachers at the basic A12 rate. Previously these have varied according to the type of school: A 12 for primary and secondary modern, A13 for intermediate and A13 with an additional supplement for grammar school trainees.

The SPD and FDP politicians claimed that the money thus saved would enable more jobs to be made available. The Opposition parties rejected the idea as being merely another device to narrow the distinctions between the different types of secondary school.

West Germany's teachers' union, the *Gewerkschaft Erziehung und Wissenschaft*, condemned both proposals and threatened various protest measures, including strikes, if salaries were cut. Such action has been ruled out by the present compromise which was only achieved after the dispute had been referred to the Mediation Committee of both houses of the federal parliament.

It lays down the A12 scale as the basic rate for all teachers trained under the new system of different levels with a non-pensionable supplement for those employed in intermediate, grammar and comprehensive schools which will bring them up to A13. A special provision in the agreement allows the city-states of Bremen, Hamburg and West Berlin to pay staff in primary and secondary modern schools at the higher rate also. The existing differentials for trainee teachers are to remain pending an investigation by the *Länder* governments of ways of creating more civil service posts without increasing the total salary bill.

Republic of Ireland

Standardized assessment tests introduced for first time

from John Walshe

DUBLIN

Irish teachers will be able to monitor their pupils' progress more accurately from now on. With the support of the Education Ministry sets of attainment and ability tests have been developed at the Educational Research Centre, St Patrick's College of Education, in Dublin.

Standardized objective tests have not been a significant feature of evaluation in Irish schools in the past. In the formal assessment of pupils' scholastic progress, teachers for the most part used oral and written tests. Where they were used, the objective tests imported from other countries were often not suited to Irish conditions.

Over 60,000 pupils from a representative sample of schools throughout the Republic participated in the standardization of the new, multiple-choice tests. The tests cover mathematics, Irish and English.

Most interesting is the development of a test called the Drum Condra Criteria Reference Mathematics Test. This has been designed to measure the degree to which pupils have mastered each of the 60 objectives of the mathematics curriculum. Results on this type of test will help teachers isolate those areas of the curriculum that need to be revised.

The ability tests differ from the attainment tests in that they are not meant to test any specific subject. They are measures of what is variously called "mental ability", "intelligence" and "general scholastic aptitude".

The Drum Condra Verbal Reasoning Test was drawn up by psychologists at the Educational Research Centre in Drum Coudra College in Dublin. The two other ability tests consist of Irish versions of the Otis-Lennon and the Differential Aptitude Tests (DAT) which were developed in the United States. The British National Foundation for Educational Research cooperated in the preparation of the Irish version of the DAT.

The use of the tests will be up to the individual schools which will have to purchase them from the research centre. If enough do so the centre will consider using its optical scanner to score the test results of the schools.

Sweden

Leading educational innovator

Mr Jonas Orring, director general of the National Board of Education since 1969 and one of the main architects of Sweden's current school system, has died. He was 64.

During the last two decades he had been a member of numerous government inquiries on education, including the 1957 commission which paved the way for the introduction of the nine-year comprehensive school, the 1963 commission which led to the integration of academic and vocational upper secondary schooling, the 1968 higher education commission (U68) and the 1970 SIA inquiry which will result in further comprehensive school reforms next July.

Italy

Staff threaten 'overtime' walk-out

from Dalbert Hallenstein

MILAN

Italy's teachers, the worst paid in the Common Market, according to a recent report by the West German Institute for Educational Research, are on the point of open rebellion against a reform which has significantly increased their workload, but not their salaries.

The reform has abolished the giving of numerical marks to assess pupil performance. The former assessment system was based on a one-to-10 marking scheme and, because of its much criticized crudeness, has been replaced by an elaborate system of written reports on all aspects of a pupil's progress.

As from this year, teachers will be expected to keep a progressive file on each individual pupil. The file, which must be updated almost daily, includes entries for a child's psychological and social development as well as for his academic progress.

The teachers have calculated that for them to keep the progress files up to date, they will have to use considerably more than the 20 extra hours a month which they are expected to devote to professional work over and above the normal teaching load.

Teachers in many schools have already announced that they will not work more than the extra 20 for which they are paid. They point out that with the recently introduced system of elected school administrations, they are already exceeding the 20-hour limit due to the extra load of meetings which they are now obliged to attend.

If the majority of teachers actually decide to sabotage the marking reform by means of a work-to-time strike (which seems likely) the reform will probably have to be abandoned.

Even if the reform does get off the ground, it will be imposed on a body of teachers which is totally incapable of dealing with it. After decades of parliamentary discussion, the Italian government has still not sat up post-graduate teacher training courses in the universities or education colleges. Most of the country's teachers are therefore graduates who are totally untrained as teachers. They would find such assessment as is envisaged beyond them.

The main grudge of the teachers, however, is the heavy demand the reform makes on their free time. Due to their low salaries and a past tradition of morning-only teaching, most teachers still have another job (or other obligations) in the afternoons.

For the female teachers, who make up more than 60 per cent of the profession, this other obligation probably consists of housework. Italy's female graduates tend to choose teaching because it offers (or rather offered) the chance of a half-day morning job.

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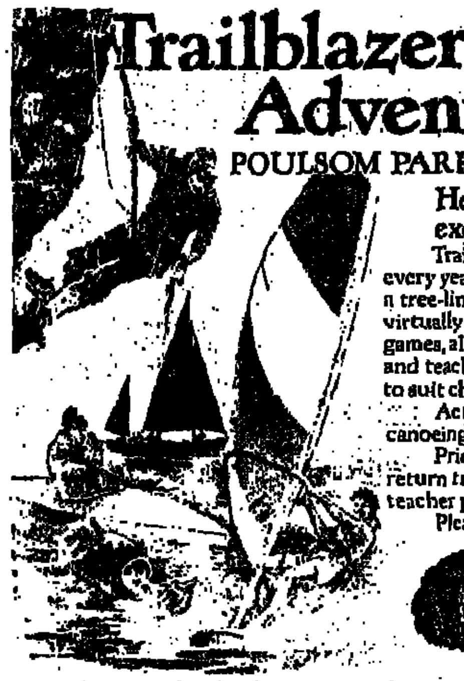

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LETTERS

Fair play for the 'failures'

Sir,—Your leader "Holland at Bay" (November 4) does less than justice to those who protest at lack of sensitivity over implementation of the proposals of Geoffrey Holland.

These represented almost a last chance to allow many young people who are, and have been, left behind in our race for economic salvation.

For those who are growing up in our cities, particularly those which have Victorian economic bases, there is little chance of employment at all, and there are 15,000 school leavers on Merseyside this year who are still without work to prove the point. Holland stated that for these young people, for whom education had failed, whose self-image is so poor and who have every reason to regard school as the least likely place to go to for help, the need was to identify positive growth areas, positive successes and to build on these in order to improve self awareness and confidence. It may be unlikely that new jobs may be created, but new people can emerge from these disastrous circumstances.

Is it likely that a remote board will be able to react sensitively to the needs of inner city young people who have been prepared for failure? Is it not more likely that such a programme needs very local roots and affiliations? There is a better case for neighbourhood boards than for the large regional boards which the manpower services commission seems to want.

I would ask you to come off the fence and press hard for some fair play for the young people for whom Holland really is a last chance!

GEORGE EUSTANCE,
Opportunity Merseyside,
Merseyside Council for Voluntary Service.

Politics: crisis of neglect

Sir,—In underlining the need for some decisions about the place of political education in the curriculum, your editorial (November 4), adds an authoritative voice to the growing number of individuals and groups who are concerned about this long neglected aspect of education.

In the recent great debate, the contributions of CLEA, NUT, NATFHE, NAHT, the CBI and the TUC all showed an awareness of this problem. The TUC, for example, said: "If there is a core curriculum which all young people should share equally, then it must include a thorough preparation for playing a full part in democratic life—both political and industrial.

The forthcoming report of the Programme for Political Education, sponsored by the Hansard Society and funded by the Nuffield Foundation and Schools Council, provides guidelines for a coherent and constructive approach to politics in schools, but teachers will have to be trained and materials prepared for this purpose.

As you point out, a number of recent reports have drawn attention to the worrying degree of political ignorance, cynicism and alienation among young people. Perhaps Neil Kinnock (letters, November 4) and other interested MPs can persuade the Prime Minister and the Secretary of State to take action before the problem reaches crisis proportions.

TOM BRENNAN,
Vice-chairman,
Politics Association.

New name

Sir,—May I point out that the Audio-Visual Language Association has been renamed the British Association for Language Teaching, not as given in Mr Radford's article (Modern Language Teaching Extra, November 4) British Association of Language Teachers. It is because our membership brings together not only teachers but also researchers, advisers, course-writers and others equally involved in language teaching that we deliberately did not choose the name you gave in error.

IAN S. TAYLOR,
Chairman,
British Association for Language Teaching.

Unrepentant for attac[illegible] on Oxbridge entrance

Sir,—I am both flattered and pleased that my letter "Breaking into Oxbridge" published in the *TES* on October 7 aroused such interest, in your columns and elsewhere.

The response, in terms of personal replies, letters, telephone calls and discussions has been overwhelming. Initially, I endeavoured to reply personally to each of my correspondents, but quickly concluded that full-time clerical assistance would be necessary in order to even acknowledge receipt of the many letters. May I through your columns express my gratitude to all those who wrote to me and sincerely thank them for their advice, comments and suggestions.

The letters were from a fair cross section, from a chief education officer, a university principal, college principals, an Oxbridge admissions tutor, university and college lecturers, many head teachers (and their staffs), civil servants, but perhaps most significantly, from many parents expressing their grave concern. There were even replies from abroad. The great majority suggested that my experience was not unique, and all but four were in accord with my conclusions.

I would remind those who accused me of being naive even to think of expecting the colleges at Oxford and Cambridge to concede the idea of central control, that I suggested an alternative. This was for some reappraisal or revision of their entry procedures.

If I were asked how rationalization should be achieved, I would make two suggestions:

(1) Abolish all closed awards; they are outdated, unnecessary and a blight upon the educational system.

(2) Every college should offer 50 per cent of its places under the conditional entry procedure system.

If my original solutions appear to be impracticable or harsh, then I commend, as a starting point, the suggestion made by R. H. Wakely (TES, November 4). He put forward the idea of potential Oxbridge candidates applying "via a university admissions office without having to name a specific college. A small group of admissions tutors . . . could then advise the candidate about conditional offers, the entrance examination, college preferences . . .". This would at least be a beginning and one presumes more acceptable to the college generally.

What the majority opinion indicates is that there should be more consideration given by the colleges to candidates from the maintained sector, so as not to debar such pupils because they are not "part of the system".

It is the system th[illegible] changed to accommoda[illegible] and not vice versa. T[illegible] system ignores the high [illegible] of pupils in maintained schools compared with the independent sector. The[illegible] doubt, that if I were p[illegible] system or "old-boy net[illegible] I would not, in any way [illegible] lenged the procedures, [illegible] equally certain, is that ot[illegible] eventually have demonstr[illegible] distaste.

There are 3,387 com[illegible] schools in Britain and [illegible] mately 1,500 independe[illegible] (including direct grant [illegible] schools). The latest [illegible] one of the universities [illegible] there is an increase in th[illegible] of acceptances from the [illegible] dent sector, and that th[illegible] provided 57 per cent of [illegible] ances from 49.5 per ce[illegible] applications. In 1976, 776 [illegible] schools in the maintained [illegible] mitted candidates, an i[illegible] 41, but only 472 or 57 [illegible] were accepted, a significa[illegible] 2.9 per cent.

In fact, although the n[illegible] maintained schools subm[illegible] didates is increasing, t[illegible] centage success rate is d[illegible]. It would seem that wit[illegible] per cent of secondary sch[illegible] consider Oxbridge (I a[illegible] relating these figures to [illegible] two universities), many [illegible] already taking note of D[illegible] man's philosophy "Why go [illegible] bridge anyway?" In spi[illegible] bitter experience, I shall [illegible] mend Oxbridge for consider[illegible] potential candidates but wi[illegible] reservations.

The suggestion has been [illegible] that all comprehensive s[illegible] should be asked the question [illegible] you feel that for [illegible] and from your own experience [illegible] there is discrimination [illegible] against candidates from c[illegible] hensive schools when they [illegible] application to Oxbridge?" I [illegible] that the result of such a [illegible] would be most illuminat[illegible] would be comparatively eas[illegible] up.

I make no apologies f[illegible] original letter which has pr[illegible] so much discussion, although [illegible] extremely sad to relate th[illegible] one Oxbridge college has ta[illegible] initiative by publicly reply[illegible] is probably understandable [illegible] all, what is stronger (or more [illegible] ing) than silence! Perhaps Shirley Williams will take [illegible] the continuing dialogue, [illegible] named "The Oxbridge En[illegible]

J. E. MORAN,
Headmaster,
John Beddoes School,
Presteigne, Powys.

Silly to be scared off

Sir,—Part of the reason that more students at Oxford and Cambridge come from independent schools than from maintained—particularly comprehensive schools—lies in the attitudes of maintained schools themselves.

In an odd way, comprehensive schools contribute to the notion of Oxford and Cambridge as "elitist" because they do too much preselection of applicants, often discouraging the moderately bright from applying. It will sound like boasting to some, but this comprehensive school (admittedly only in its fifth year) now has 14 ex-pupils at Oxford and Cambridge. Two years ago, six of our seven applicants to Oxford (all pre A level, because we do not offer a seventh term in the sixth) got in, two with open scholarships; we will not do as well as that very often, but this year we have 10 applicants.

I do not, I hope, disregard my responsibility to advise weak candidates what their chances are; but I do not regard Oxford and Cambridge as so different from other universities that I must send them only the outstandingly best of my sixth formers.

Of course, even Oxford and Cambridge make mistakes in admissions: last year, two Cambridge colleges turned down one of our brightest sixth formers who afterwards got AAAA at A level.

But achieving more public confidence in maintained schools will follow in part from maintained schools' achieving confide[illegible] themselves—their own sta[illegible] own teaching, their own pupi[illegible] is not a matter of pretending [illegible] geese are swans; it is a ma[illegible] realizing that most Oxford [illegible] Cambridge undergraduates [illegible] second-class degrees.

It does help to know s[illegible] least of the colleges. Most [illegible] dent schools (I have worked [illegible] do much more, to maintain [illegible] connexions with all univer[illegible] than most maintained schools [illegible] I have found most dons at O[illegible] and Cambridge only too ha[illegible] advise, answer letters and [illegible] phone, lay on discussions a[illegible] special interviews for [illegible] even from schools they hav[illegible] heard of.

It is small wonder that [illegible] graduates from maintained [illegible] do better in finals than [illegible] graduates from independent [illegible] when maintained schools [illegible] the highest-fliers and warn [illegible] who would in fact do co[illegible] well. Some high-flyers are [illegible] suited to other universities [illegible] technics too, for that matter [illegible] competent and pleasan[illegible] people are denied the [illegible] going to Oxford or C[illegible] simply because their te[illegible] maintained schools have fa[illegible] the trap of the "elitism" th[illegible] selves occasionally denou[illegible]

C. J. DRIVER
Director of sixth-form st[illegible]
Matthew Humberstone S[illegible]
Cleethorpes.

LETTERS

Putting the boot into violence

Sir,—Mr Peter Marsh ("Animal Behaviour", October 21) seems unable to decide whether football hooliganism is a creation of the media, a ritualistic performance by young males or simply a figment of the imagination of non-hooligan spectators.

Was the 19-year-old policewoman really kicked to the ground by Crystal Palace "supporters" in Brighton—or was it just a bad dream? Perhaps this brave lass can enlighten us. Officials of British Rail and those who reside *near some* football grounds may be *quite* pleased to learn that their *property* is only occasionally vandalised.

Surely the important questions are those which Mr Marsh has somehow avoided. What led to the emergence of "the new and highly distinctive generation of fans" in the mid 1960s? Is there no connection between football hooliganism and those other forms of vandalism and violence which prevail in today's world? Are innocent bystanders victims of "contests for male dominance" in the animal world? What are girl hooligans *doing in such rituals?*

Mr Marsh is searching for explanations of uncivilized behaviour in a civilized society by examining the rituals of the animal kingdom. A closer look might reveal how unjust and unflattering this is to the animals. Rigorous discipline, forcibly imposed when necessary, is a feature of animal and primitive human societies in the upbringing of their youth. Perhaps a truly civilized society would be less concerned with the rights and freedoms of its young people and more concerned with their genuine needs at this stage.

It is ironic indeed, that organized team games, which were developed in our public schools during the last century by way of "structured bundles" in the playground and on the close, in order to channel the surplus energies of youth from the barbaric and lawless behaviour into worthwhile pursuits, should now in the form of league soccer, be the occasion for just such behaviour. Perhaps we can learn something from our much maligned Victorian forebears.

Wide opportunities for youngsters to participate in team games on Saturday afternoons rather than on Saturday or Sunday mornings, provided by schools, local clubs and by the league clubs themselves, could serve the cause of youth and football well. League clubs would do better to look to this, than to foster the cult of mindless support in youngsters by confronting them from an early age with badges, photographs, cards and all the other paraphernalia of the pseudo supporter.

A. P. C. WEBSTER,
Thatched House,
Brettenham, Suffolk.

'Back to basics' drive off course

Sir,—How refreshing to read your leader "Wrong Way Back?" (November 4). Your reports of Doctor John Goodlad's words at the John Adams memorial lecture and the news that Mr Joseph Califano, United States Secretary of Health, Education and Welfare, has endorsed more testing in American schools reinforced many of the points discussed in your leader.

I have recently returned to England after administering an American elementary school for a year under the Anglo-American official teacher exchange programme. My experiences in the United States were not only as a school principal but also as a visitor to at least 30 other schools. These ranged from kindergarten to high schools and both public and private schools. I have seen in one part of America the damage in my opinion that the back to basics cult is doing to local elementary (primary) education.

I witnessed elementary school students opting out of the extensive basic skills lessons. Teachers developed an apathy to the textbook orientated back to basic lessons which were regularly tested and evaluated. The personalities of students and teachers were conspicuous by their absence.

I quickly learned that some of the test results were in doubt as teachers were only really interested in showing that they were producing good scoring students in the basic skills. The ability of a good 10-year-old elementary school pupil to write a simple story was poor when compared with a student of the *same age and ability level from an English primary school.*

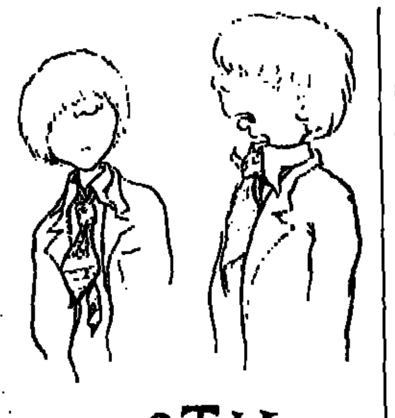
Most primary school teachers in Britain will, I am sure, readily agree that basic skills in reading, mathematics and creative writing are priorities for their pupils but not to the exclusion of the other necessary parts of the curriculum. Music, art, crafts, physical education, environmental studies, religious education, games and swimming are all part of beneficial education for the primary school child.

The back to basics mania in America is not universal, as Dr John Goodlad has indicated, and it is interesting that the only schools I saw where the teachers appeared happy in their work and the students were producing work comparable to English pupils were schools where principals and teachers were fighting a battle to retain a fairly broad curriculum.

I am sure no one will deny that good and bad schools do exist, but the cure is not to bring every primary school down to a back to basics institution. Good schools have never abandoned basic skills but have incorporated them within a broad curriculum. Perhaps Mr Callaghan is making a plea to only those schools where basic skills have disappeared?

However, the primary school with a good broad curriculum should not be penalized for the failings of others. This appears to have happened to a great extent in the part of America I saw, and only the bravest principals and teachers stood out against the back to basics flood.

J. D. ARMITAGE,
Head,
St Marks Primary School,
Talbot Village,
Bournemouth.



"I've got detention tonight: old Benson took my essay on early retirement as a personal insult."

At odds over stopped grant

When I received judgment damages in the High Court for my husband's death in a traffic accident, I felt morally bound to declare this to the education authorities, because it was a change in circumstances, but did not affect my income, at least for the duration of my course.

My grant No 2027 74 T7159 was then stopped without further notification. After a long correspondence with the local authority and the DES, a demand note was sent to me for £96 and I was threatened with legal action to recover it.

Under the Charter of Human Rights, Article 6, the individual has a right to complain against an authority and the complaint must be heard before an independent tribunal. How is this in practice?

The local authority refers the matter to the DES in London, for interpretation of regulations.

When one writes to the DES they state that they cannot interfere with decisions by a local authority.

To go to the Ombudsman is not helpful, because the individual must complain through a local councillor.

Having submitted one's complaint to a councillor, the correspondence then finds its way back to the same desk, where the complaint was first submitted and the same tale is dispensed once again.

Where indeed are our human rights?

F. B. MILLERS,
33 Coniston Road,
Fulwood, Preston.

Lessons in an Indian village

Sir,—Eric Midwinter, pleading for the retention of small village schools (October 7), mentioned two reasons for the closing down of such schools: first, that they were uneconomic; second, that they were educationally unsound.

I am not competent to evaluate his suggestions for making such schools economically viable, but the school we are running here, in a remote corner of South India, enables me to say something about the educational qualities which can be created in a small community.

We started our school here about five years ago and already the results are gratifying. We have 27 students, ranging in age from three to 23, pre-school to BA; in addition, eleven adults, mostly parents, come to the school for a short period every day.

This, I suppose, is vertical grouping with a vengeance! The period every morning devoted to English will have, at the same time and in the same classroom, small children doing simple phonic drills while other students are reading their BA textbooks, with a full range in between. This is, needless to say, a mixed-ability grouping.

Academically, I think that standards are quite high. All the children above the age of eight are learning five languages: their mother-tongue—which is Telugu—English, Kannada, Sanskrit and Hindi. After five years of English they are almost bilingual in Telugu and English.

They are learning a wide variety of mathematical skills (modern and traditional); they have completed a great deal of experimental work in science; most of them have finished four books of an Environmental Studies series which requires plenty of field-work. They produce a great deal of creative prose and poetry, both in Telugu and in English.

All the children, boys and girls, are skilled at needlework, at painting and at a variety of other crafts, and this year, thanks to a kind friend who gave us a large quantity of cloth, they have made their own clothes, shirts, shorts, skirts, blouses, etc. The bigger ones have also made clothes for the smaller ones. We have a pottery shed and most children can throw pots on the wheel, apart from doing a great deal of clay-modelling.

In five years we have had no exams, tests, marks, rewards or punishments; children are free to come or not as they please. We have little or no competition, and *a great deal of helping others to learn.*

These children would count as deprived in any society. The average total weekly earnings of the parents range from £7 a week to £2 or less, on which most of them bring up families. Many of the children are underfed, all but a few of the parents are illiterate, and their homes contain no books, or any of the kind of conversation necessary for the acquisition of an Elaborated Code.

Bernstein and others seem to suggest that deprived children are unable to benefit from an intellectual education, with its emphasis on abstract concepts, because of the home background. We do not find that so. Perhaps the answer is not in the deprived home but in the deprived school.

DAVID HORSBURGH,
Kernataka,
South India.

Value of variety and invention

Sir,—As comments on Eric Midwinter's article "Give us the schools . . .", those of Mr Slater and Mr Butters (October 21) are much what one would expect, except that Mr Slater manages to be amusingly ironic. They both show how conservative educationists can be, and usually are.

Can they not recognise the acuteness of the problem facing us all—*howe to give the maximum choice to parenets and children within the framework provided by the comprehensive principle?* If too many parents feel that in a libertarian age their choice is being unduly circumscribed, the comprehensive principle itself could be overthrown before the century is out.

What Midwinter was arguing for, with cogency as I see it, was a willingness on the part of local education authorities to experiment with new ventures like parent-teacher cooperatives. Variety has always been the glory of our educational system. But that will not survive either without constant inventiveness about the character of educational organisation, and the ideas that infor mit and improve it.

I can only hope that not all your readers have minds as entrenched in what is as Mr Slater and Mr Butters but that some will be open to what could be.

MICHAEL YOUNG,
Chairman,
Mutual Aid Centre Limited,
18 Victoria Park Square,
London.

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It's the children who suffer

Sir,—You are, no doubt, aware of the situation whereby the teaching unions are imposing sanctions against children, as a means of pressing their case against cuts in the education budgets of various local authorities. This position has smouldered in Oxfordshire for some time, and has now burst into full flame.

Parents are incensed that teachers are accepting full salary for days when they are sending their entire classes home for the day, and the county council seems untroubled that they are not fulfilling their obligation to provide "full-time education".

The only persons suffering in this dispute are children, who are helpless pawns in a political game. This, in spite of an ex-president of the National Union of Teachers declaration that "children should be kept out of politics" (BBC 1 *Tonight*, October 25).

It is time both parties to this dispute were brought together, if not by voluntary means, then by central government, who seem to be ignoring the situation completely.

ROD EDMUNDS,
Bloxham Parents Action Committee,
Oxfordshire.

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Guidance and Pastoral Care in the Secondary School
For teachers with at least three years' experience in either SECONDARY or MIDDLE Schools, this one-term full-time course will be offered in the Autumn Term 1978. The aim of the course is to increase teachers' theoretical knowledge and to give opportunities both for observing experienced counsellors at work and for gaining practical experience. In addition to lectures and seminars there will be visits to schools and appropriate agencies and opportunities will be offered for course members to pursue individual interests in the field of Guidance.

Applications for these courses should be made to the Head of Department of Teacher Education (Ref. TES 1/78.).

Doncaster Metropolitan Institute of Higher Education
High Melton
Doncaster DN5 7SZ

Everybody's language

Why are we doing so little to meet the needs of children for whom English is not the first language? Dorothy Davis believes that serious trials of mother tongue teaching are a top priority if multi-racial education is to have any real meaning

Brian Harris

In cities that have large numbers of schoolchildren from Asian families who speak as their native tongue one of the languages of the Indian sub-continent, there is a growing demand from teachers and parents that Indian languages should be brought in some systematic way into the normal school curriculum.

The deceptively cosy name for this is mother-tongue teaching. Hitherto most local authorities have turned a deaf ear to such demands. But the EEC Declaration in June, under which the British Government has agreed to promote education in the native languages and cultures of immigrant children from any part of the world, makes necessary a more realistic appraisal of the complex issues involved.

Not the least of the difficulties about mother-tongue teaching is to decide exactly what it means. What age-group and which particular languages should it apply to? Who wants it, and who is to pay for it? And whatever is done about it, what are the educational and social implications?

There is no record of the numbers of Asian children; probably there are upwards of half a million. They speak an Indian language at home, and learn English at school. English has to be their first priority, but it means an extra subject to learn compared with their English contemporaries. Mother-tongue teaching in addition, therefore, means either using it as a medium of instruction or teaching it directly and sacrificing some other subject.

However, if those who speak their own languages well were taught to read and write them and study their literatures, this could be as educationally rewarding as studying European languages, and could lead, as it does for example in Ealing schools, to the same public exams.

Apart from literacy and a widened culture for older children, there is a quite different case for mother tongue teaching of the very youngest infants. Many five-year-olds, although born in this country, are brought to school unable, like their mothers, to speak a word of English. This will probably continue into the next generation.

If it were possible to talk to them in their own language, they might learn more quickly. Many experienced teachers feel that, granted that the main aim is to teach them English as soon as possible, the quickest way to do just that is to preserve their confidence in the language they know.

Whether teaching in the mother tongue to infants is really profitable is not clear. The claims may be exaggerated. A few rigorously monitored pilot schemes would soon show, and there are enough children involved to make it important to seek out the most efficient and cost-effective methods.

There is no doubt that Asian parents are anxious to see their own cultures and religions preserved through their children. They see them exposed to the disturbing influences of modern, rationalistic education, encouraged to challenge authority and to question dogma, and frequently offered the very worst examples of anti-social behaviour by their western peers.

They know that language is the binding string of cultural identity, and like the Jews and the Poles before them, they make tremendous efforts to hold their children to their own traditions, their own religious and moral values, by preserving their own languages.

They run many varieties of spare-time schools, staffed, in the main, by well-educated but unpaid volunteers. Some, mostly Muslim and Sikh, teach an Indian language and religious doctrine; others with a more secular tone teach an Indian language with some English or maths, and these often open with a brief act of Hindu worship.

Some provide for several hundred children, have waiting lists, and are strictly organized into standards according to ability, through which children progress by means of yearly written exam, and if they are diligent leave at 16 with an impressive certificate. Very often, these schools reflect the narrow formality of the adults' experience 20, 30 or 40 years ago in the colonial schools of India or East Africa.

But each has the warmth of a family gathering in a strange land, each is an affirmation of its own community's continuing vitality, each expresses the belief that unless a boy or girl learns first to be a good member of their own community, they are unlikely to learn good standards and morals in a vacuum, still less to make a good British citizen when they go out into the world.

These efforts at self-help, however, plainly involve disadvantages. They tire the younger children, who often add four hours extra attendance, besides travelling, to a normal school week; they are costly in rent, materials and books, and the devotion of untrained teachers. Moreover, professional educationists — if they notice such schools at all—are inclined to be critical, conscious no doubt that they silently reproach what state schools provide.

All in all, after flourishing in some cases for a decade or more, they are beginning to be viewed as second best arrangements, whose main function would be better performed as part of normal day-time schooling.

Here is a difficulty. Hindi, Urdu, Gujerati and Bengali all have some claim to be taught. But in all justice, why not Polish, Greek or Chinese? Ten different native languages may sometimes be spoken in the playground of a single state school.

While there are cogent arguments for an individual school, with for example many Pakistani Muslims alongside English pupils, admitting Urdu alongside French, and holding two simultaneous courses in religious education, it is harder to deal even-handedly with several linguistic minorities under one roof. The diversity and intermingling of ethnic minorities makes for complications; but at least it inhibits facile, short-sighted solutions.

The true interests of minorities are not always best served, even in the short run, by special treatment, or even by positive discrimination. There is always a real danger in highlighting racial difference; some Asian spokesmen distrust mother-tongue teaching in schools for this reason. It could prove a social minefield, by segregating children of minority groups for this purpose, and opening the door for their fellow pupils to stigmatize them as inferior.

In primary schools, inter-racial tolerance often flourishes and gives grounds for easy optimism; but among adolescents it is still fragile. It is easy to forget how older children persecute non-conformity, and how hard it is in secondary schools to cultivate mutual respect and understanding—often in the teeth of parental prejudice—in the rising multi-racial generation.

Divisions officially imposed along ethnic lines, for whatever desirable ends, could undo it all, as well as arousing parental jealousy and accusations of preferential treatment. These issues must be weighed carefully. They are not reasons for doing nothing, but for looking the risks in the face and proceeding gently.

There are practical obstacles too. Finding the teachers may well be easier than it sounds, because many Asian schoolteachers, holding English teaching certificates, are scholarly in their own literatures; to teach literature to pupils who already speak the vernacular is not difficult.

On the other hand, the cost of many extra teachers for a minority-time subject would be impossible for an l.e.a. on today's tight budgets, and would need to be financed from central government. Such costly innovation could not be charged to the handful of authorities concerned; the responsibility is a national one.

The crucial element in the cost, however, would be the size of the groups that could be taught together. A start needs to be made, without arousing either false hopes or suspicious hostility, upon ascertaining the facts; the strength of the demand for particular languages in particular schools and neighbourhoods, and where potential teachers are to be found.

Meanwhile, it may be that the most practical way to begin teaching, in towns where the sheer variety of languages demanded appears baffling, is for authorities to organize after-school centres themselves, utilising their existing school staff and facilities. Where this has been tried, English pupils appear to be attracted as well.

While thorough teaching of English language to these children is essential, it is certainly not, in itself, sufficient. Even the most cost-conscious politician must recognize that educating several hundred thousand Asian schoolchildren to take their place in English society is a task quite new and quite different from anything that state education has tackled before. If it is to meet their needs, the task cannot be adequately performed under existing formulae, and serious trials of mother-tongue teaching should at least be attempted.

We cannot afford to waste any of our resources; not the resources of the schools and teachers; nor the skills and potential of the children; nor the support and cooperation of the Asian parents in moral and cultural training. Fears of stoking the fires of racial prejudice, if carried too far, can become as stultifying as the prejudice itself, an excuse for complacency or even cowardice. It is time to stop despairing about the difficulties of multi-racial education, and start seeking solutions.

Dorothy Davis is a member of Leicester Education Committee.

In place of turmoil

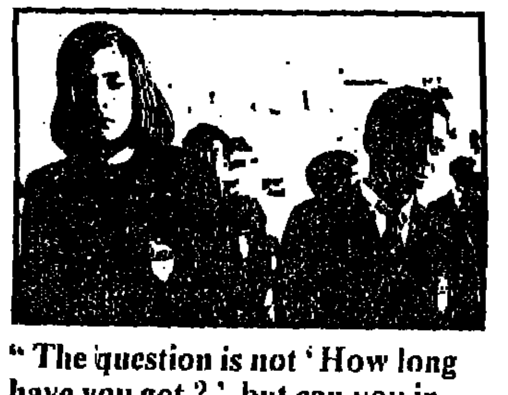
Last year in the TES, Adam Hopkins reported on a visit of British educationists to New York city. This week he describes the impressions of a return party of American teachers and administrators, who have just spent a fortnight looking at schools in the multi-racial areas of Birmingham and London

First stop, Birmingham, with its starkly rebuilt centre, its zooming motorways, its dingy inner ring and leafy suburbs. It seems a far cry from the South Bronx in New York, where blocks of gaunt buildings, fired by their inhabitants, stand with windows open to the sky. Rubble and broken glass fill up the spaces between buildings, and it is dangerous to walk unaccompanied.

Superficially, Birmingham is not like that. But it was inevitable that the New York educationists would be looking at the capacity of our inner cities to go the same way as the South Bronx. The results of their scrutiny were not reassuring.

Their impressions, as many of them made clear, were immediate, off-the-cuff, "not to be lived with". Frequently individual differed from individual. But this was a group that represented most of the educational interests of New York City, and a good many of the pinnacles of power within the system.

There were classroom teachers and headteachers (principals, in American terminology): there was Stephen Aiello, president of the Board of Education, approximately equivalent in his functions, though within a larger system, to Birmingham's or London's education committee chairman; Arnold Webb, the board's director for curriculum, research and teacher training; Nikki Heller, executive director of the United Parents' Association which claims to speak for 400,000; a high-ranking phalanx from the United Federation of Teachers; a group from the New York Urban Coalition, a body which aims to bring together industry, unions and community in tackling inner city problems: and one or two specialists from other cities, such as René Gonzalez from the research-based National Institute of Education, in Washington.



"The question is not 'How long have you got?', but can you in your wisdom avoid our great mistake by starting sooner than we did?" Walter Edge, principal, Intermediate School 44, Manhattan.

As individuals they were warm, responsive and alert; as a group, edgy, disputatious and formidably bright. Sometimes they missed a point through lack of background knowledge; more often they homed in, with the sympathetic anxiety of professional people, on the weaknesses or potential weaknesses of our system. Though they did not parade their origins, their remarks were often given force by the fact that many were blacks or Puerto Ricans.

Birmingham and London both threw their doors open to the vistors, laying on a profusion of high-level briefings, visits to schools and community projects, and sometimes to key policy-making meetings. Nothing was done, so far as I could judge, to shield us from those critics willing to accept an invitation to a meeting or a reception. We were at the receiving end of a sustained attempt to make us understand the successes and failures of inner city schooling.

Washwood Heath is a comprehensive three or four miles from the centre of Birmingham. We went there first, all of us; and at once, as they made their way along corridors and in and out of classrooms, the visitors were struck by an atmosphere which one described as "subdued and disciplined, but free".

The curious thing—curious, that is, if you read our national press—is that we were to encounter a similar atmosphere in all the inner city secondary schools we saw. In one or two I detected some anxiety about the possibility of fights in break-time or corridor. In several I and others felt there was a great deal too much treadmill teaching. But overwhelmingly the atmosphere was one of peace and, potentially at least, of learning. The visitors were impressed by this, and much time was spent in buses, bars and bedsitters analysing the possible reasons for it.

Could it be, perhaps, as a Birmingham inspector suggested, that children brought with them into secondary schools a tradition of quiet behaviour evolved at primaries? Was it small classes (small by American standards)? Or small schools (even 1,700, as at Washwood Heath, seemed to the visitors a relatively small institution)? Or was it something peculiarly British, related to a general distaste for conflict and confrontation?

Arnold Webb told me that "the relaxed relationship between students and teachers, not in the sense of lack of discipline, but in the way that they are comfortable with one another", was one of the things he would most like to import into his own city.

In this, then, the American visitors responded in a way that invited us to re-examine our own stereotypes of inner city secondaries. But it was clear from the first moments at Washwood Heath that in other respects the Americans were profoundly surprised at our way of carrying on.

George Hunt, head of Washwood Heath, brought several of these right out into the open. "No", he volunteered, "we are not a democratic institution." He did his best to inform himself of the feelings of his staff, had a formal mechanism for consulting them, but in the end the responsibility lay with the head. And the governing body, he said, had little or no impact on the curriculum. (Birmingham has a system, now being reformed, by which a single governing body may cover a large number of schools in a rather distant manner.)

Another surprise was the attitude to parents. The best way to regard them, said the head, was as clients for whom the school provided a service. But there was a general view among teachers that parents were "the producers of our raw material, expected to support but not to challenge, and above all not to go into the classrooms". Thirty American mouths dropped open simultaneously.

At once three new items became central to the visitors' discussions: the autonomy of heads, the relationship between the individual school and any city-wide or national policy, and the part that parents might play—particularly in multi-ethnic schools—in shaping the content of education.

From Washwood Heath the party fanned out into sub-groups. My notebook records a visit to Aston Manor Comprehensive, where some 60 per cent of the children are of immigrant background, and half of those who take school dinners do so free. The dominant impression here was of the immense amount of unpaid work put in by teachers after hours; and of the head who said to us, as many people—some of them black—were later to do: "We tend to try to avoid the statistics of colour."

"From what we have seen here, which is very limited, there seems to be at least some basis for comparison between where London and Birmingham are right now over race relations in schools, and where we were 15 years ago. If attitudes anywhere remain that there's nothing we want to do about this, or that the problem is minor and will somehow evaporate into the air, then I'm afraid that British society faces the same kind of turmoil and tumult that American society faced, and continues to face". Stephen Aiello, president of the Board of Education, New York city.

My sub-group visited a primary school where Birmingham's education department had combined with the Van Leer Foundation in an attempt to make the school a focus for community education and—ghastly phrase—"neighbourhood development". The scheme was expensive, but something was clearly stirring. We saw 15 Punjabi women learning English in one classroom. In a special parents' room an active and vociferous parents' group was meeting.

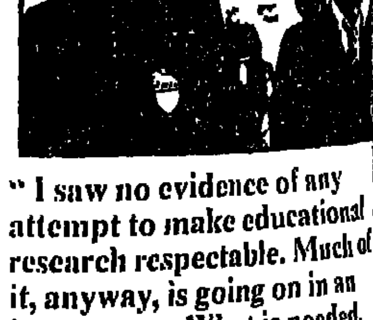
"But how much part do the parents play in deciding what should actually be taught?" asked one of the American heads, evidently surprised at the lack of pressure for mother tongue teaching for the children. The question was given point by the next classroom I visited, in another of the Van Leer schools. The pictures on the wall were signed by: Shakil, Anita, Kaushik, Darren, Muzib, Rahit, Javed, Catrina, Anitaben and Saida. Something was stirring, certainly, but was it enough?

Later, in a primary school in Handsworth, where a valiant attempt was being made to bridge the gap between school and community, and to draw people of West Indian origin (the is in a largely West Indian area young black women said that saw "Rasta kids" breaking sh dows they would look the other way fear. Six old-age pensioners said longer dared go out in the evening, the education service offer anyth the face of such calamity?

"Damn right it can", said Barnes, president of the New York Coalition, referring to Birmingham's getic programme for the teaching of lish as a second language. "A d water in a desert can be inspira

Shortly before the group left Birm ham, a full session was held for a on what they had seen. This was ded by Neil Scrimshaw, chairman of education committee, John Crawford, city's new education officer, and a ber of senior officials. Most of them been involved in briefing the visitors.

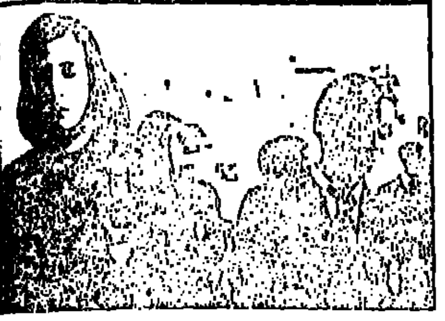
Several speakers on the Americ paid tribute to the tone of the sch one spoke of the "marvellous ism" of the teachers. But even thou contributors tried to preface the remarks with a complimen, it was the worries that came across most clearly.



"I saw no evidence of any attempt to make educational research respectable. Much of it, anyway, is going on in an ivory tower. What is needed, here as in the United States, is a way of bridging the gap between fundamental research and classroom practice. And by research I don't mean a bund of statistics. I mean good thinking"—René Gonzalez, National Institute of Education, Washington.

The reluctance to collect statisti the ethnic origins of pupils was desc as "head-in-sandism" by Arnold W There was, he said, no other way of ting to grips with the problems. Ted senthal, the senior administrator (s intendent) of one of New York's districts, spoke scathingly of emplo statistics which differentiated b the "host" community and the res the implication that the rest were siders. "This permeates right down said, "so that many children feel are left out".

"You have a terrible problem Harvey Goldenberg, principal of mediate School 162, in the South "You have this problem because yo not brought the situation of the minorities right up into your consciousness. Head after head, teacher after teacher, has not realized the extent of this problem".



"Parents don't want to take over the whole curriculum. But they do want to add their two cents' worth when the curriculum is discussed. That can be extremely meaningful in a multi-ethnic community. And parents aren't just radical. They reflect the ideology around them. Anybody who excludes parents is missing out on a very big resource"—Nikki Heller, executive director, United Parents' Association.

Sandy Feldman, from the United Federation of Teachers, had a point to make about the inner city schools and social class. As far as she could tell, she said, the expectation of parents in a working class district was that school would be OK; not that it would enable children to be better or richer than their parents, or escape from their background. The aim seemed to be the establishment of an educated and civilized citizenry, without any great challenge to the social status quo.

"But in black areas we saw a higher expectation of the schools: that they would do more for the children, achieve upward mobility, allow them to be doctors or lawyers, and richer than their parents". Could the schools match up to that?

Neil Scrimshaw nodded and nodded. "Birmingham", he said, "is a city that is going to try to solve its problems". But in the passionate concern of the visitors, which sprang so clearly from the terrible mess in New York, there was, I thought, a lesson for all of us.

Peter Newsam, London's education officer since 1976, was one of those who stood and stared amid the rubble of the South Bronx last autumn. It has surprised nobody with him then that one of his main aims as chief administrator of London's schools has been a more coherent and purposeful approach to multi-ethnic education.

On October 13 the New York group was on hand to watch the ILEA's schools sub-committee, the key body in these matters, reformulate the city's policy on multi-ethnic education.

The debate was enlightening, revealing considerable awareness among the all-white sub-committee of the delicacy of the proposals under discussion. Nobody spoke intemperately, at least on the main issues. Most important of all, the policy went through with bi-partisan support.

If the Conservatives take the ILEA next year, they will be committed to a policy which is genuinely respectful of London's minority communities, and means, ideally, not just help for the minorities in their special difficulties, but a multi-ethnic approach right through education.

The main points in the new programme are: far deeper consultation with the minority groups themselves; proper statistics on the ethnic origins of staff and students "where these statistics have a specifically educational purpose"; a strengthening of those parts of the inspectorate and administration where the burden is likely to fall most heavily; and backing for a number of specific projects, some of which would help to bring into the classroom the richness of a diverse society.

Peter Newsam's report which supported these proposals was in itself an important document. Statistics based on the birthplace of the mothers of London children, quoted in the document, revealed how large are the concentrations of black and Asian people in some boroughs—26 per cent or more of 1975 live births in Hackney, Islington, Lambeth, Tower Hamlets and Wandsworth were to mothers born in the New Commonwealth or Pakistan—and how great is the concentration of people originally from other countries overseas in some other boroughs—38 per cent of 1975 live births in Kensington and Chelsea, 29 per cent in Westminster and 22 per cent in Camden were to mothers born outside the United Kingdom but not in the New Commonwealth, Pakistan or the Irish Republic. (The figures for 1976 published two weeks ago only confirm this trend.)

But beyond this, the document suggested, all was conjecture. Knowledge was needed of what was actually happening inside the educational system.

The report showed how external forces were operating in favour of an initiative on multi-ethnic education. There was the Green Paper, the House of Commons Select Committee on Race Relations and Immigration, the EEC directive on mother-tongue teaching, a 1977 Community Relations Commission report, all urging such steps as the collection of sound information, the recruitment of more teachers from minority groups, more concentration on the special problems of West Indian children, a genuine say for the minorities in the making of policies affecting their interests and—in the case of the 1976 Race Relations Act—establishing a legal basis for positive discrimination.

All this, not leaving out the enterprising work already done in London, came together, with Peter Newsam's experiences in New York and the genuine concern of ILEA politicians, to create the most ambitious initiative, philosophically at least, in race relations in British education today.

But will it be enough? Only some £110,000 of Government and London money will be spent each year, to start with at least, on creating this "further dimension" in London schooling. Moreover, the specific projects in schools are few in number.

And will it work? The Americans had some chilling points to make. Harvey Goldenberg, South Bronx principal, said: "This is an important and admirable new set of policies. But if they imply a promise to deliver certain curricula and services, I foresee very great difficulties. If I'm a teacher who is receptive, that's fine. If I'm an administrator who is receptive, that's fine. But what happens if I'm a teacher who is threatened, fearing for his job as the school population shrinks? What happens if I'm racist?"

The trouble, he said, was that heads were not visibly accountable to anyone; there was no requirement for teachers, even poor teachers, to improve their instruction, "to make themselves over". The "damaging acceptance" by teachers of the social and educational status quo meant that many would treat non-traditional syllabuses reflecting ethnic diversity as "so much bullshit". A system by which a single inspector might be looking at 60 schools was "farcical".

"It's my thesis that you are delivering a document that's well meant and well thought out into a system that is not going to do much about it."

As in Birmingham, the Americans saw a variety of inner city schools and approaches to inner city problems. They attended a heads' of department meeting at Woodberry Down Comprehensive and heard some argument over the spending of money. "I like that", said Arnold Webb. "Even if the head says 'no', these teachers feel they have a piece of the action".

At Dunraven Comprehensive in south London, imaginative mixed-ability teaching was on show in an agreeable atmosphere, and at Tulse Hill Comprehensive there was the ILEA's world history project. This was thought highly impressive within the context of a school that was tackling the problems of race actively and sympathetically, while not making too much of a theoretical song and dance about it. We were briefed by Ashley Bramall and his senior officers, the radical black educationist, Dorothy Kuya, members of the Taylor Committee, and one of the organizers of IBM's Trident project, designed to bring school and industry into a closer relationship. Everywhere there was hospitality, and usually openness.

But perhaps the most exciting moment of all came when two of the trade unionists, fresh from a visit to a Wandsworth infants' school, asked for permission to visit the adjoining juniors, and were ejected with an angry bellow from the head. Here, they felt, was a demonstration of all they had been told about the right of head teachers to behave in any way they liked.

All the original themes remained uppermost at the end of the visit, both in private conversation and as the group reported back to the ILEA: the autonomy of the head and the individual school; the difficulties of delivering any coherent policy; and the reluctance, *pace* even Taylor, to involve parents in anything much more than what one of the American principals referred to as "menial or ceremonial tasks".

"Your myth is that if you give responsibility to the heads they will be very benevolent, participatory and democratic. In reality, I found many of them to be much more authoritarian and dominating than I expected, tending to define things like participation in very narrow terms"—Lynn Gray, education programme director, New York Urban Coalition.

'We haven't had a riot in ten years'

The New York Urban Coalition was responsible for assembling the party of visitors to Britain. Don Elliott, the coalition's chairman, and Arthur Barnes, its president, gave an account of the origins and work of their organization. Was it, I wondered, any kind of model for the British inner city?

The coalition, they said, was born of the violence and burnings of the Sixties. These compelled the leaders of New York's big corporations to realize that they must act for greater social equity—from self-interest if nothing else. On a budget of several million dollars they got together with trades unionists and community leaders to stimulate self-help projects and institutional change.

"This isn't something you do because you want to, it's something you do because you have to, if you are taking the long view", said Don Elliott. He thought it had been highly instructive for the leaders of such disparate interest groups to gather round the same table, and find that the others were just as clever as they were, just as dedicated, just as mixed in their motives—and they could like one another.

"We try to get the minorities to get themselves together", said Arthur Barnes. "We try to empower the disadvantaged citizens of our community." (At present almost 65 per cent of the public school population of New York is black or Puerto Rican.)

Latterly the budget has shrunk—"After all" said Arthur Barnes, "we haven't had a riot in 10 years." Rather than fund individual programmes, the coalition now tries to work as a catalyst, sometimes providing but frequently "brokering" or finding from elsewhere technical assistance for community-based projects.

The most impressive programmes—I have seen some of them in New York City—are in housing; in education, where the coalition has been fostering small-scale organization within existing schools; and, recently, in crime prevention.

In a current project, huge neighbourhood meetings were held in three precincts in Harlem, the part of the city with the highest street crime record. Since then, some of the toughest youngsters have been acting as escorts for the elderly, running street patrols and generally taking the neighbourhood in hand.

Despite the scepticism of the police and the mayor's office—"everyone thought we were plain crazy"—street crime in those three precincts has dropped by 24 per cent in 18 months. "We saw", said Arthur Barnes, "that if we concentrated now we would have something for later on, a foundation on which to build."

Nowhere in Britain are social conditions anything like so extreme as in Harlem or the South Bronx. But if "coalitioning" has any value, would it not be better to begin before a riot, rather than after one?

How pleasant to know Mr Lear!

Charles Lewsen reviews a new biography

How pleasant to know Mr. Lear!
Who has written such volumes of stuff!
Some think him ill-tempered and queer,
But a few think him pleasant enough.

Self-portrait of the Laureate of Nonsense from The Complete Nonsense of Edward Lear (Faber)

Edward Lear and his World. By John Lehmann.
Thames and Hudson £3.95. 500 13061 2.

This is a new volume in the Thames and Hudson *Writers in their World* series; and to those who know Lear only as author of *The Owl and the Pussy-cat*, his exquisitely detailed early parrots and squirrel, his Greek monasteries perched in vertiginous gorges, and his subtly evocative sketches from the Nile, Albania and India, it will make a fascinating complement to the self caricatures of the "globular foolish topographer" that dance in the ms. letters reproduced here.

Unhappily, John Lehmann's accompanying text is lacklustre and ill-proportioned. Drawing freely on the biographies of Angus Davidson (1938) and Vivien Noakes (1968), he tells us how Lear was dispossessed of his home when a child, and how he wandered for more than 30 years of his adult life. It must have struck Mr Lehmann that achieving a home when he was 59 was an event of immense importance to Lear; yet he devotes barely a hundred words to the destruction of that home after less than 10 years, and hardly glances at the resulting anguish—I might say madness—that produced the nightmare of *Mr and Mrs Discobbolos*, part 2. By contrast, Mr Lehmann expends 1,000 words on the journey in Calabria with an acquaintance who did not figure further in Lear's life.

Repeating the myth that it was Lear's habit to write 35 letters before breakfast, without considering how many words make a letter or when breakfast becomes supper, Mr Lehmann does a bit of myth-making himself. Commenting on Lear's relationship with the sister, Ann, who was his surrogate mother, Mr Lehmann says: "Lear once wrote of her, 'She has always been as near Heaven as it is possible to be.' And when she died in 1861 he was heartbroken. He told a friend: 'I am all at sea and do not know my way an hour ahead. I shall be so terrible alone.'" Now, as Mr Lehmann well knows, "once" and "when she died in 1861" were less than two weeks apart; and while he is undoubtedly right in thinking Ann a vital influence in Lear's life, his method seems to me questionable. What we say and feel about those we believe to be dying is not always the same as when we think them in good health. It is at least arguable that there is something of Ann in the woman shoving her husband into an oven reproduced on page 57 of Mr Lehmann's book.

Part, at least, of the critical section is very likeable. Mr Lehmann clearly respects and enjoys the landscape artist "feeling his way towards an approach to the drawing of landscape that is essentially modern". In one of the few passages that seek to unite the different aspects of Lear, Mr Lehmann adds, "He had an altogether exceptional gift for bold simplification of line—a gift that comes out equally strongly in his nonsense drawings". When it comes to the Nonsense, he notes usefully how the Old Persons and Young Ladies seem constantly to dance, and detects the root of Lear's Nonsense word "Scroobious" in the cry of a crowd at Elbassan who, seeing the artist sketch, called out "Shaitan scroo" (the devil draws). But apart from questioning whether Lear visited the ballet, he does not explore the meaning of dance to a man tormented by epilepsy half his days; nor does he suggest why a word that sometimes implies enigma, sometimes doubt—but usually carries no meaning at all—should grow from the cries of those terrified Turks.

His real imaginative failure—or perhaps it is just an unhappy choice of words—is in his passage on *The Dong with a Luminous Nose*. Recognising the "doomladen atmosphere" and "heightened emotional mood" of this great poem, he can yet describe the central image as "ludicrous" and "funny". If Mr Lehmann had reproduced the Harvard manuscript sketch of the Dong, all quivering vulnerability, instead of the lithograph traced for publication by a hand other than Lear's, he might not have been party to that self denigration in Lear that made him count *The Dong* a Laughable Lyric—though come to think of it, Mr Lehmann reproduces Marstrand's drawing of Lear and, despite the sweet melancholy eyes and tender mouth, can say, "He was not in any way good-looking." Though much of Lear's Nonsense is comic and funny, the greatest is neither. Benign, strange, frightening, innocent, it constitutes a genre of its own; I had hoped Mr Lehmann would help define it.

Still, the pictures are lovely.

Charles Lewsen is editor with Vivien Noakes of the edition of Lear's Nonsense to be published in 1979 by Oxford University Press.

Foss rampant, from The Heraldic Blazon of Foss the Cat (Foss was Edward Lear's cat)

Sometimes a snob

Michael Levey on Thackeray

Thackeray: Prodigal Genius. By John Carey.
Faber £6.95. 571 11126 2.

It was in Samarkand, over lunch on an icy day last winter, that our Intourist guide made a charming, pertinent demur when our group praised her knowledge not only of the English language but of English literature. On neither count could she accept our admiration, for much though she liked *Vanity Fair* she had never managed to finish reading *The Newcomes*. She seemed relieved to learn that very few English people can read that novel, warmly as they may share her feelings for *Vanity Fair*. And, far from apologising for their failure, they blame the author.

Yet, as Professor Carey remarks in his lively book, *The Newcomes* is at its best infinitely superior to either *Henry Esmond* or *The Virginians*—and, one may interject, at its best more sharply focused, more satisfactorily acrid in tone, than *Pendennis*.

This is, of course, the dilemma Thackeray presents to his admirers. In *Vanity Fair* he wrote a novel to be ranked simply among the world's greatest novels ("one of the major works of art of the nineteenth century", says Professor Carey) and afterwards a number of other novels in that awkward, slightly desperate category of books for which "a case" can be made. Personally, I don't think in this Thackeray was a unique phenomenon, and I would instance Flaubert. Emma Bovary and Becky Sharp are in themselves achievements never otherwise equalled by their creators. Nor can it be mere chance—any more than with Tolstoy—that the writers' abilities flowered most fully in the assuming of a female persona. Thackeray disliked *Madame Bovary* (protesting about its heartlessness perhaps a little too much?) and would doubtless have been shocked by Flaubert's admission of having within himself "les deux sexes". Yet, along with Becky's humour, pluck and amorality, there is (less remarked on by critics) a keen physical awareness of men—as when she half-carelessly reveals to Amelia that George Osborne's appearance attracts her: "Your husband's feet are darlings." Perhaps ultimately it was himself Thackeray shocked by *Vanity Fair*.

Although Professor Carey provides an amusing, critical though scarcely probing chapter entitled "What went wrong" (that "Vanity *Fair*), his real concern is with merits of Thackeray's earlier leading up to that novel: journalistic burlesques and s (significant word for actually talented as a sketcher: *Yellowplush Papers*, the *Sketch-Book* and so on. It is now neglected area, he begins declaring, that Thackeray's is seen at its most dazzling prodigal. As a thesis, this is means established in the subs chapters. The staid moralis sentimentality which afflic partly paralyse Thackeray's writings already break out concertingly sticky patches the urbane, worldly surface example, the *Paris Sketch*

Still, nobody can mind framework of Professor study is frail, since it is obscured under sheets of and perceptive observation Thackeray's attitude to time, theatre, to commodities like and buttons, and to food and Most subtle of all, perhaps, analysis of Thackeray's respo the verve and colour of Rubens might note also his awareness Delacroix).

Thanks to the book's relaxed conversational yet approp stylish tone, the reader *shares* Professor Carey's delight the sheer detail *of Thack* world and keeps *longing* to vene in *pleasurable* agreement. Apropos *buttons*: what about mother of *pearl* ones on the flannel coat of such a sport character as the Rottingdean Fibber? Apropos Thackeray's fondness for the word how interesting to find this adjective to describe the ings of Watteau.

Nothing could be further conventional Eng Lit criticism the graceful, shrewdly imagi and intensely precise appre offered here. It is profes enough, without being profes That it is also infectiously able will not be held against least by those of us who beli is best analysed with some Readers of it are likely either rush back to Thackeray renewed joy or rush to him first time. Professor Carey no further compliment, immediate impulse—I confess read more of his own work to get hold straightaway of on Dickens.

Michael Levey is Director National Gallery.

Legendary philosopher

Hugh Sockett reviews studies of John Dewey

John Dewey Reconsidered. Edited by R. S. Peters.
Routledge* and Kegan Paul £4.50. *7100 8623 7.

A poor philosopher and a poor writer, says Antony Flew. A noble, systematic thinker, full of potential insights, wise, shrewd and blessed with a power of vivid prose, says Martin Hollis. These sharply conflicting judgments reflect philosophical puzzlement about John Dewey. This series of public lectures delivered at the London Institute in 1975 is also something of a puzzle and not, by the way, for the philosophically faint-hearted.

The series perhaps reflects the man, except that the opportunity to draw the contributions together, either by introduction or epilogue, is not taken. Two of the essays, notionally at any rate, are concerned with Dewey as a philosopher of education. Flew concentrates only on the problems of democracy in "Democracy and Education", in cavalier neglect of other works: as Peters notes, there is plenty in the book about education but very little about democracy. Peters himself writes a rounded critique of Dewey's philosophy of education. There are three "straight" philosophical papers. Alan White, with his usual care and pertinacity, tackles the concept of interest. Martin Hollis, with sympathy, scholarship and his usual engaging style, explores the self-in-action. Anthony Quinton, with decorous courtesy, examines Dewey's Theory of Knowledge. Finally there is an essay by Bruner et al, which appears to have strayed into the wrong volume. All in all, it is very much a collection.

Dewey was seen by his contemporaries in educational thought as a philosopher who had burgeoning educational concerns. The famous NSSE Yearbooks of 1926 have a contribution from Kilpatrick, but none from Dewey. His output as a philosopher is legendary, partly because he seems more concerned with generating ideas and possibilities than developing a guarded fortress of knowledge. C. L. Stevenson remarked that the difficulty of reading and evaluating Dewey was caused by the excitement with which he rushed his thoughts on to paper. Highly appropriate, of course, given his view of knowledge as inquiry.

Quinton attempts to trap this Theory of Knowledge for dissection. He takes the anti-Cartesian and anti-intellectualist strain as defining Dewey's theory and picks out four main points of conflict: fallibility *against* certainty; active instrumentalism of inquiry *against* Platonic intellectualism where our conceptual apparatus is held to reflect directly the structure of the world; the inquirer as an intelligent organism *against* the Cartesian dualism of mind and body; and finally, the nature (or activity) of knowledge (as inquiry) as a social undertaking *against* the view of the subjective knower in isolation. There are hints of more interesting things in the brief discussion of both perception and testimony, important surely, for Dewey's epistemology. Quinton seems to regard these as AOB.

Hollis, on the other hand, constructs a mighty agenda and explores, too briefly for my appetite, one major item. He builds on an account of Dewey's debt to William James, in respect of personal identity, on Dewey's view of the free man as the man of rational habits, and on through Dewey's conception of freedom—the intelligent harmonizing of habits for the open-ended purpose of becoming an intelligent human being, to the need for a coherent theory of the self-in-action which is genuinely explanatory. The topicality of this issue, Hollis points out, lies in the fact that the strong actionism of much contemporary social theory (e.g., phenomenology and ethnomethodology) seems, by rejecting law-like determinants, to forfeit all chance of a self to sustain the construction of reality.

Dewey appears to reject both adaptive (roughly determinist) and constructive theories of action and motive; certainly if, by constructive, we imply the model of a rational man taking calculated means to independently premeditated ends. Rather, Dewey's model is that of the man "intelligent" *and* "free", a link which connects human nature with conduct in the polis, a connexion which Hollis nicely dubs a political philosophy of mind. The intelligent human being is searching for means and goals, always in a state of becoming, on a conscious search for himself though there is no pre-existent self to be found. The search creates the self, by bringing habits into harmony, thus translating the Thought into social action and constructing a man who is free and human.

Dewey provides both difficulties and promise: difficulties in the sense that he cannot meet philosophical demands for a strict account of personal identity nor can he meet the charge of chronic anomie which the sociologist would level at a conception without fixed goals or criteria of harmony. Yet there is promise in the sense that Dewey begins the search for a conception of personal identity which is a harness for both.

Here Hollis, without the philosopher's stone, provides us with the thought that a theory of identity determines what should count as good reasons for ultimate ends. This is much the best read in the book, and the best tribute to Dewey, not least because Hollis has clearly caught some of the excitement which Stevenson found in puzzling over Dewey.

Dewey wrote "Experience and Education" to, as it were, protect himself from his friends. Peters has also been, not merely a victim of absurd ad hominem criticism, but of straightforward total misunderstanding of the context of his own work, in many senses of context. Peters' essay here is a balanced and critical appraisal, but there is the hint of an underlying sneer which irritatingly infects the analysis. He comments, for example, that Dewey's attitude to the democratic way of life was semi-mystical: yet even contemporary liberals do find the *experience* of authentic fraternity (or solidarity) crucial to understanding social and political relations: cf John Searle's descriptions of Berkeley. Peters *seems* to scoff at Dewey's educational base in the rural school and the small community: yet not only do children attend such schools, but, as we get increasingly concerned with the problems of large schools and the alienation of urban communities, it is beside the point to dub Dewey myopic.

These may seem trivial blemishes on an unusually comprehensive short study. Yet to be culture-bound is more of a problem than a sin—at least if philosophers of education are going to take educational *practice seriously*.

Tale of a charlatan

John Maddox on Lysenko

Proletarian Science? The Case of Lysenko. By Dominique Lecourt.
***New Left Books* £5.75. 902308 69 6.**

Ask a biologist to name a charlatan, and the chances are that the answer will be "Lysenko". By now, the justification of this slur has been amply clarified, both by biologists in the West and, implicitly, by the way in which Soviet biologists have quietly slipped back to the use of what they used to call, th Lysenko's days, "Mendelist-Morganist genetics". Moreover, part of the explanation of how Lysenko got away with his folly has been eloquently given by Zhores Medvedev (now in the West) in his once *samizdat* publication *The Rise and Fall of T. D. Lysenko*. What more, then, is to be told?

Proletarian Science? is part of he answer. Its author, Dominique Lecourt, is a French philosopher but also a Marxist. To know what the 'theoreticians of Lysenko's own party have to say about his rise to power is all too rare an experience—and Lecourt makes no bones about it. Lysenko was indeed a charlatan (at least in his heyday *in 1948-52*), the Russian (and also the French) Communist parties were misguided in having given him powerful backing and yet—this is the conclusion—they had only themselves to blame.

Historically, the tale is a constant fascination. Too often, one forgets that Lysenko goes back to the early days of the Revolution. He first ame to public attention in 1922, hon he found how to protect inter wheat from frost, to avoid potato virus disease by planting ate in the summer. Fairly enough, ecourt says Lysenko was then an sset to the state. Theoretically, owever, he was already well off he rails. He had fallen into the abit of relying too much on his wn interpretation of Michurin's ork in making hybrid plants, ging his way towards a denial genetics as understood in the est.

Lysenko's challenge to scientific orthodoxy came in 1935—Mendel (and the notion that heredity entails the transfer of physical entities called genes from one generation to another) must be wrong. Michurin's way, and the belief that the environment must be the dominant consideration in determining what happens to a plant, must be more in conformity with dialectical materialism. The annual meeting of the Academy of Agricultural Sciences canonized Lysenko—and the process began of appointing Lysenko's men as heads of the state agricultural stations, the perversion of teaching and the incarceration of orthodox geneticists, Vavilov chief among them. The sanctification of Lysenko came at the meeting of the Academy of Agricultural Sciences in 1948, when Lysenko was elected president, and after the remaining orthodox geneticists were unable to answer the question "What has Mendelism ever done for agriculture?"

Lecourt, as noted, is a Marxist. The core of her explanation of the sorry tale of Lysenko is a failure of Marxist theology: Stalin's custodianship of Lenin's concept of dialectical materialism was imperfect. To Lenin, dialectical materialism was the name for a method of intellectual analysis which, among other things, enjoined biologists not to overlook the environment in which animals and plants develop. To Stalin, dialectical materialism became a description of natural laws, and in particular the "law" that the development of organisms is not a repetitious process but "an onward and upward movement". What better justification could there have been for the inheritance of acquired characteristics?

Lecourt is also honest enough to acknowledge that Lysenko's success stemmed at least in part from the practical needs of the Russian state—collectivization in the early thirties and the need to rescue Stalin's post-war plan for the "transformation of nature". Lysenko's long career was thus, according to Lecourt, one in which an almost innocent practitioner of agricultural biology was impelled towards one excess after another by the political exigencies of his environment.

Plainly, there is a lot more to be said about this terrible aberration. Lysenko's campaign against the orthodox geneticists was bitter and personally malevolent. How could he have got away with it if it had not been for the Terror of the thirties? How was the Russian scientific community persuaded, at the height of Lysenko's power in 1948, that "proletarian science" is preferable to "bourgeois science" with evil consequences not just in genetics but in quantum mechanics, chemistry and several other fields? Lecourt traces the origin of this false doctrine of the two sciences to Lenin's old opponent Alexander Bogdanov, and for Marxist theologians that will be a useful nugget of information.

For the rest of us, the important questions remain what they have been for years. What kept so many talented scientists so silent for so long? What assurance is there that Lysenkoism could not happen again? And why, now that this shabby chapter in the history of Russian science has been closed, are Russian scientists still so silent on the subject?

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Pale cast of thought

Vernon Bogdanor

Politics and Literature in Modern Britain. By George Watson.
Macmillan £5.95. 333 21741 1. £2.50. 333 21743 8.

George Watson's misleadingly titled book provides not a general survey of the relationships between literature and politics, but a pathology of the British literary intellectual. His concern is with the question that so agitated Orwell: why have the ultimate loyalties of so many writers been given not to the decencies of liberal democracy, but to the great rival exterminators — Hitler and Stalin—and their lesser satraps?

One of the central claims of twentieth-century dictatorships has been that they cut through the time-wasting procedures and talk of parliamentary regimes in the interests of speedy and effective action. They alone have the courage to act out their beliefs. "Much better ruled by Stalin", said G. D. H. Cole in 1942, "than by a pack of half-witted and half-hearted Social-democrats." It is this existential doctrine that has attracted literary intellectuals who are all too often frustrated men of action. "The life of the mind", claims Watson, "feeding on images of perfection, is romantically fascinated by the life of action." Unable to realize his image of perfection in the hard reality of concrete circumstance, the writer finds it instead in political ideology and especially in varieties of Marxism, "an inherited rhetoric, the liturgy of an ageing and decrepit religion".

Watson believes passionately that novels, plays and poetry are not just forms through which experience is made intelligible; for they also make assertions about the world and about politics. "And it matters what it (literature) asserts and whether it is true or false". The precise relationship between Auden and Communism or between D. H. Lawrence and the doctrine of "blood-consciousness" which Bertrand Russell dismissed as "frankly rubbish", adding "though I did not then know that it led straight to Auschwitz", demands the serious investigation of the critic who ought not to be anaesthetized—as so many have been—from their true import.

George Watson has written 10 essays investigating these themes. Eight have been previously published, four of them in *Encounter*, but all are well worth reading and re-reading. Each of the essays creates its effect by leaving the reader rather uncomfortable at the contrast between the standards he applies in everyday life and those which he brings to the evaluation of literature. Indeed, for Watson, the writer and the critic are not the moral arbiters of civilization, but very uncertain guides to political morality; and Orwell's sense of common decency gives to those of us fortunate enough to possess it a great advantage over our literary mentors.

The essays appear in reverse order of chronology, beginning with a discussion of the New Left, and ending with an analysis of Matthew Arnold's social criticism and Acton's "History of Liberty". It is not mere perversity on Watson's part to proceed in this way. For he wants to contrast the treacheries and evasions of the modern writer with the moral seriousness of mid-Victorian liberalism of which Acton was the exemplar. The essay on Acton provides, as it were, a touchstone for the critic in its emphasis upon the moral function of the historian and the vital importance of liberty in a world in which ultimate truth is unattainable. For, as Acton wrote in his notes for his unwritten masterpiece, the History of Liberty:

> If truth is not absolute, then liberty is the condition of truth. Men got to believe that absolute truth is unattainable; only relative, only proximate, Bacon. That assures the reign of liberty: one motive for toleration.

Watson's justified complaint is that these words have too often been neglected by the literary guardians of contemporary culture.

To become as gods

Hermann Peschmann

The Proud Knowledge: Poetry, Insight and the Self, 1620-1920. By John Holloway.
Routledge and Kegan Paul £6.75. 7100 8541 9.

John Holloway's needlessly abstruse title cloaks an original approach to familiar material. The "proud knowledge" Bacon condemns in *The Advancement of Learning* is men's hubristic seeking to become as gods, and the author cites early traces of this in Pico della Mirandola's *Oration* (1486) and Marlowe's "aspiring minds . . . Still climing after knowledge infinite".

This quest for the "proud knowledge" only becomes widespread, however, during the Romantic movement and its aftermath, and it is to this period that most of the book is devoted, the title-dates being somewhat misleading. Grossly oversimplifying, one may see this as the gradual emergence, from the Renaissance onwards, of a conception of the universe as anthropocentric rather than theocentric: Coleridge in prose, Wordsworth in verse exalting the Creative Imagination over the mere rational pursuit of knowledge, and Keats insisting "What the Imagination seizes as Beauty must be Truth, *whether it existed before or not*" (italics mine): man claiming to create his own truth.

Professor Holloway ex limitless aspiration u categories as "The Gleam", "The Self as "The Odyssey and the passing to the changing Byron's conscious aw "The Quest" theme, Bro the later Tennyson's rep it, and thence to "a fail psychic powers and a re that restores them" in C "Letter to Sara Hut Arnold's "Thyrsis", and T "Maud". He ends with Life", on certain poems o Wordsworth, Browning *Waste Land*, and Answerer I", an analysis of Hardy, "infe unassuming", down fro heights of Romantic visi common light of everyday unlikely to reappear in th of our more sophistica illusioned and sceptical ap

The book is an interestir lation, with a sensitive, mind illuminating many poems; but we never feel gories are *inevitable*: d poets in different moods, Wordsworth, are seen to several different categori whole lacks the convincing cal perspective of someth F. L. Lucas's *Decline and* *the Romantic Ideal*, and ing compilation" rather th vincing sequential narrati chief impression of the b remains with us.

What do *you* think about Housing?

Postwar housing policy has been based on the belief that all families should be able to obtain a decent home at a price within their means. Great though the advances have been in the past quarter of a century, serious problems remain.

For two years the Department of the Environment and the Welsh Office have been working on a thorough review of housing policy in England and Wales. The Green Paper issued in July sets out their conclusions on many factors affecting future policy and invites public debate.

To ensure that the debate is well-informed, a "technical volume"—which in fact is a very readable compendium of data and of the changes which have occurred—has been published in three parts. Part I is a general review of past, present, and future; Part II deals with owner-occupation, owner-tenant relations, and house purchase finance; Part III is about local authority and other rented homes, maintenance of the housing stock, and foreign housing policies.

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War embraces

Edward Neill

Authors and Authority: A Study of English Literary Criticism and its Relation to Culture. By Patrick Parrinder.
Routledge and Kegan Paul £3.75. 7100 8502 8.

We all know the experience of being struck by a brilliant title and then disappointed by shabby contents. After a time we cease to be surprised. Mr Parrinder's substance as well as his title seems to offer large possibilities, yet the book is, still, I fear, something of a damp squib. Why is this? He might be said to be offering, on one level, a sharply critical look at the critical tradition in "English", but Parrinder is so free from a sense of the power of the writing he confronts that his results often seem like sheer snook-cocking. This is proved in one way by the fact that when he reaches the one critic apparently thought worthy of full-throated encomium (oddly, De Quincey), he finds himself with nothing much to say. Perhaps the observation he quotes from Hazlitt (of whom, by contrast, he offers a gleeful dismemberment), should have occasioned him more embarrassment:

> I would rather endure the most blind and bigotted respect for great and illustrious names, than that pitiful, grovelling humour which has no pride in intellectual excellence, and no pleasure but in decrying those who have given proofs of it, and reducing them to its own level.

The study is not only about the power struggle which ensues when poet and critic meet in what Coleridge called a "war embrace", but about the place and function of literature in society, itself a variable, and the degree of official "power" and institutionalization that is good for "it". How is what is vital "transmitted" by a culture.

I admit the excitement got in the uncovering of what is fairly frequently fudged or woolly or unworthy in writings often approached hagiographically—Coleridge's *Biographia Literaria* or Shelley's *Defence of Poetry* or Arnold's *Culture and Anarchy*, but the approach is too pluralistic and opportunistic, to use two of Mr Parrinder's own favourite words, to be satisfactory.

The study runs from Plato and some ancient critics through the Augustans, Drydon, Johnson, Wordsworth, Coleridge, Lamb, Hazlitt, De Quincey, Newman, Arnold, Carlyle, Pater and vanishes down the plug-hole with the destructive avauntings to the nineteenth-century tradition of humanist bookmen. But by the time he reaches the twentieth century, Mr Parrinder lies gasping on the strand, and in a crudely soldered postscript two pages long Mr Parrinder "disposes" of those who, like Leavis, are most capable of bringing his basic issues most sharply to our attention.

Mr Parrinder's look at Authors and Authority is not authoritative.

Birth of a book

Gerald Haigh

Publishing for Schools.
Educational Publishers' Council 95p. 85386 041 6.

This is not, as you might think from the title, a book telling teachers how to publish their own materials, but a guide to the work of established publishers of school books. It sets out to tell teachers how their resource and textbooks come into being, and tries to answer some of the questions which are constantly being raised about pricing, for instance, and about ordering and delivery procedures.

The chapter on "The Economics of Publishing" goes some way to explaining things which sometimes puzzle the customers—why books of similar size and appearance should vary widely in price and why a beautifully produced children's book in a shop should be cheaper than a more simply put together CSE text. The answer, of course, lies in the number of books printed, and the effect which this has on unit cost. The section, "How is the published price of a book arrived at", illustrated with a pie chart, will reassure those of us who thought that publishers did their pricing by shaking dice and multiplying the answer by the chairman's birthday.

There is also plenty of information about the various people involved in book production, from the author via the commissioning editor to the accoun we told that school book generally originate from complete manuscripts, b out of consultation and c experience.

All this is useful as goes—there is an obvious such information to be pro What worries me, though, thought of teachers, most of are already worried and about the cost of books, asked to pay 95p for an info booklet of this sort. Many and industries produce publications explaining the to their customers; as a rule do not expect people to them. Neither the style content of this one convinc that it is anything other competent customer relation out. If it could not have given away by representativ at exhibitions, then consid should have been given to the most important points by of posters and pamphlets result might even have been for the graphics are usually than the text. We could, ho do without many of the graphs. Four of them show looking at books and there number, barely intelligible scale, which show machine comes as no surprise at all that publishing, not to be by steelmaking or fish can boast of a "rast which dwarfs its operators

Paperbacks

La France d'aujourd'hui

Carl Slevin

John Ardagh's book The New France (Penguin £1.95) even as a third edition, is still intellectually exciting to read. He succeeds in presenting the intricacies of French society without reducing them to a simple stereotype. Politics, in the narrow sense, is not the centrepiece, but the interaction between government and its subjects appears in a new and illuminating way.

What immediately strikes the British reader is just how different our nearest Continental neighbour is. For example, the almost total dominance of the upper levels of government service and private industry by products of the *Ecole Polytechnique* and the *Ecole Nationale d'Administration* makes the efforts of Eton and Oxbridge here look extremely amateur. The French system is élitist in a sense which is hardly recognized in Britain, and the Napoleonic *carrière ouverte aux talents* means what it says very severely indeed. If you fluff the entrance examinations to these two *grandes écoles*, then you can almost certainly say goodbye to any position in the *grands corps de l'Etat*, which provide the top level talent both for state and industry. This is merely one detail of the France which Ardagh characterizes and it may be less significant that it usually appears even to French eyes.

The undoubted brilliance of the individuals selected does not entirely make up for the demoralizing effects on the lesser beings who translate high-level policy decisions into action. But the internal effectiveness of the system could hardly be better shown than by the fact that President Giscard is a graduate of both the *Polytechnique* and the ENA, and a member of the greatest of the corps, the *inspection des finances*.

Among this week's contributors:

Roy Blatchford teaches Engl Pimlico School

Vernon Bogdanor lectures politics at Brasenose Co Oxford

Gerald Haigh is deputy head of Canon Maggs Church of Eng middle school, Nuneaton

John Maddox is director of Nuffield Foundation

James Mason is a theatre-in tion director at the Con Theatre, Worthing

Carl Slevin lectures in poli Warwick University

Hugh Sockett is professor department of continuing at the New University of U

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A cassette recording of the accompaniment is available (piano/guitar/bass) price £1.50, from J.D.S., 37 Green Lane, Scarborough, N. Yorks.
may be a basis for a Nativity play, for a

Tragical-comical-historical

Roy Blatchford on the short story

English Short Stories of Today. Selected by Roger Sharrock.
Oxford University Press £2.50. 19 217115 0.
Further Modern Scottish Stories. Edited by Robert Millar and J. T. Low.
Heinemann Educational 80p. 435 13540 6.
Selected Tales from Conrad. Edited by Nigel Stewart.
Faber and Faber £2.25. 571 10763 X.

The variety of "short story" in these three very different collections highlights the ambiguity of the English expression in contrast to the single French word *conte* or the German *Erzählung*. Often we are tempted to look on the short story as a kind of stunted novel, while its goals are distinctly separate. Moreover, it is not a native growth —Maupassant, Chekhov and Henry James provided a starting point—but such has been its development in England that we have come to regard it as our own.

Looking back at the first volume of *English Short Stories Today* we meet John Galsworthy, Somerset Maugham and H. G. Wells. In pointed contrast, the latest selection testifies not only that English is a world language as never before, but also that it is beginning to produce a world literature. Chinua Achebe's "Uncle Ben's Choice" is a haunting tale of Mami Wota, the Lady of the River Niger, Canadian-born Morley Callaghan's "The Runaway" is set amidst lumber-yards and the Great Lakes; Dan Jacobson describes the life of an Afrikaans township; V. S. Naipaul weaves a compelling and amusing story around a Hindu converted to the Presbyterian Church; R. K. Narayan, John Updike and Patrick White are there besides.

The balance is redressed with Elizabeth Taylor's beautifully observed "A Dedicated Man", Kingsley Amis's intriguing and chilling "The Green Man Revisited" and Olivia Manning's sensuous account of the "modern woman".

In his introduction to this selection, Roger Sharrock remarks how the peculiar, the eccentric, the lonely, the downright mad, together with children and old people, make up a great part of the population of the short story. *Further Modern Scottish Stories* certainly presents these elements, but in a whole variety of mood. Steeped in their Scottish settings—from Orkney, through central Scotland, to the industrial belt of the lowlands—the writers are in turn sympathetic, tragic, ironic, comic, boisterous and reflective. Fred Urquhart's "Alicky's Watch" and Edward Scouller's "Murdoch's Bull" will appeal to younger secondary readers both south and north of the border, although many of the stories are essentially Scottish.

In his *Selected Tales from Conrad* Nigel Stewart has plainly chosen four stories which serve as introduction to the various themes and techniques of Conrad's major novels. The theme in the ironically titled "An Outpost of Progress", that of the corrosive power of solitude on human beings, is revisited in *Heart of Darkness*, while the experimentation in "Karain: A Memory" allowed Conrad to resolve the problems of the inner narrator before giving him a more complex role in *Lord Jim*. *The Secret Sharer* and "The Planter of Malata" not only reveal the author's preoccupation with certain themes but are two of his most finely-wrought works, which would provide those studying *Under Western Eyes* or *Nostromo* with some ideal lead-in material. The editor's commentary and introduction are thorough and informative.

World's a stage

James Mason on drama

Learning Through Drama. By Lynn McGregor, Maggie Tate, Ken Robinson.
Heinemann Educational Books £5.25 435 185 680. £2.50 435 185 679.

Parents and teachers often make the generalized observation that work in drama acts as a catalyst to young people's development, producing heightened levels of energy and commitment as well as an increase in social skills. But drama specialists can find it difficult to go beyond generalizations to persuade their colleagues that what they do is central to the educational process, and not merely an adornment of the school's more serious activities.

Learning Through Drama is an important book both for those who are convinced of the value of drama and for those who are not. It deserves to be read and discussed widely because it is a challenge to simplistic thinking about the function of drama in education, and about the expressive arts in general. The authors avoid the use of jargon, and write in a spirit of critical analysis that is long overdue in this field. Frequent descriptions of actual lessons and projects, combined with the comments of the teachers involved, keep the theoretical side of the book rooted firmly in practicalities.

The authors place drama among the expressive arts and argue that the processes involved in working in the arts are central to the full development of the mind. Through the arts we explore our inner, subjective reactions to the outer, public world of everyday life. Our felt responses find expression through symbolic forms, and once given form, can be reflected upon. To control an expressive impulse by means of a symbolic form is an act at once both creative and critical. Expression through the arts is, therefore, an intelligent drive towards understanding. The realms of thought and of feeling are indivisible, and are not to be valued differently.

Within the arts, drama is distinctive in requiring participants to project themselves into imagined roles or situations. The essence of drama is "acting-out using the whole body". Drama is also a social activity. Participants interact socially on the level of the real social relationships within the group, and on the level of the symbolic relationships established within acting-out. The perception that the exploration of real and symbolic social relationships at one and the same moment involves a "negotiation of meaning", a continuous process of action and interaction, of definition and re-definition, takes us to the heart of drama's relationship with learning.

From here the authors argue forcefully that a drama teacher can establish specific objectives, that drama work can be assessed and can be developed in the long-term. There are illuminating but all-too-brief thoughts on the potential relationship of drama work with literature. A thorough discussion of the role and training of drama specialists (and non-specialists), and of methods of organizing and timetabling drama results inevitably, but fairly, in a call for more resources. Administrators and curriculum planners, who in general afford the arts a low status, must take this book seriously. Drama teachers will find it a mine of ideas and practical suggestions.

Only connect . . .

Rachel Blake

Text and Context Series.
E. M. Forster's Howards End. By Peter Widdowson. £3.50 and £1.75.
Jane Austen's Emma. By Douglas Jefferson. £3.00 and £1.50.
Sussex University Press.

The Text and Context series for students relate classic works of fiction to the culture and community which produced them, and *to those of the* present. Peter *Widdowson's E. M. Forster's Howards End* is the more complex *of these* two recent additions.

In his initial comparison of C. F. G. Masterman's vision in *The Conditions of England*, (1909) (his analysis of the state of liberalism immediately before 1914), with that of Forster's novels, the author demonstrates their striking similarity, as well as the startling accuracy of the predictions of these two liberal humanists. They foresaw hysteria in urban life, mounting pollution, even the popularity of trivial guessing games (BBC quizzes?) in a society cut off from its roots. They were also pointers to the future in their repudiation of war, the value they set on personal relations, and their appreciation of the vital potential of the working classes.

Widdowson points out that their tragedy was in the limitations of the liberal vision which made it impotent for change: its compassion for, but little understanding of, the poor, and an uneasy dependence on capital as a basis for culture.

Without becoming doctrinaire, he shows how this ideology weakens the logic of *Howards End* and makes for romantic escapism. He does so without disparagement to Forster's art. On the contrary, since art is often powered by ambivalences, he sees the tensions as in part strengthening it. The book has a useful descriptive bibliography, and the many references will help students wishing to explore further into Forster and his period.

Douglas Jefferson's contribution to the series shows the extent to which the concepts of character, and of the community, in the novel, were advanced by *Emma*. He demonstrates how Jane Austen's sane and humane insight, and skill as an artist, broke through the static and mechanical character and plotting of the eighteenth-century novel, extending sensibility by creating characters with varied facets and unpredictable impulses, who existed in a more natural time-scheme and formed a more genuine community than had been found before in fiction. This clarifying and orderly study places *Emma* clearly in its context in the history of the novel, introducing many illuminating comparisons on the way.

Plans for pupil-talk

Language for Learning. Edited by Andrew Wilkinson and Graham Hammond.
Exeter University School of Education 45p (including postage). 85068 050 6.

It has been said—rather ungenerously—that the louder the introductory fanfare for a report released by the DES, the higher its chances of being consigned to oblivion. The Bullock Report must confound all sceptics as its recommendations continue to ring through staff-rooms, teacher centres and schools of education. Taking its title from chapter four of the Report, *Language for Learning* brings together five articles on some of the developments in language teaching since Bullock.

In the opening chapter, Brian Coxall examines the "language in the curriculum" policy that has evolved in one London school, with special reference to the expressive, transactional, poetic functions of pupils' writing. The second contribution focuses on reading across the subject range with an enlightening evaluation of the "cloze" procedure. Looking in detail at the respective vocabulary demands of music, biology and needlework, it is hard to argue with the writer's conclusion that so often the language becomes what is learnt, instead of the means through which the learning is attained.

Pat D'Arcy's overview of the actual effects in the classroom of research findings includes much of the work she has done for NATE and the Schools Council, and highlights the very useful distinction between using language and studying language. Clive Carre's chapter confines itself to the implications of Bullock for science teachers, and has an intriguing array of suggestions for classroom practice. The final essay takes as a starting point the observation that the most notable achievement of the Bullock Report is ironically not to do with literacy—concern for which prompted the inquiry—but its having made "pupil talk" educationally respectable. Its discussion of research projects into the professional skills of eliciting and stimulating purposeful language from pupils is thoughtful and widely referenced.

Language for Learning is yet another contribution to this great debate, yes, but one which is readily digested and has more than the usual share of common sense.

R.T.B.

Read, think, talk, write

Crossroads. By Mary Madgwick and Norman McCulla.
Edward Arnold £2.25. 7131 0100 8.

Portentously subtitled "a course in the language arts" and bearing a prefatory note which exhorts pupils to "read, think, talk, listen, write, act, argue, sing, explore, create and do many other things", *Crossroads* may all too easily be dismissed as one more woolly source book of ideas for English teachers. But its origins "down under" ensure that many of the prose extracts, the poems and pictures are refreshingly new and untapped by home-grown anthologies. These load in to sections on Let's Write, Things To Do, Places To Go (happily modifed for the British eye by editor Alan Proud), Books To Read, Acting It Out and general comprehension exercises.

Intended to spreadeagle a two-year period with the 12 to 14 range, the early units centre on the child's immediate world, the home and family, moving on to examine the natural environment and finally contemporary society in the chapters "TV or not TV?", "Automania", "Pollution and Conservation" and "Careers". What makes the volume more than just another series of suggestions is the active across-the-curriculum approach, and its inclusion of pop lyrics, passages and poems genuinely linked to encourage positive pupil response. In "City Life, Country Life" there are ideas for tackling the topic in the science, art, geography or history lesson which valuably extend the core picture poems of Banjo Patterson and John O'Brien.

Amidst the spread of excellent literature, the paragraphed hints on spotting a simile, punctuation, essay planning, the use of the comma, identifying verbs or how to conduct a debate are inevitably swamped. Far better to have devised an appendix and expanded these jauntily written language guidelines; for locating a particular poem at a moment's notice, the book is admirably indexed.

R.T.B.

NADIA
a case of extraordinary drawing ability in an autistic child
Lorna Selfe
November 28th, 1977, viii + 138pp, £6.25/$12.30 0.12.635750.1

"Nadia came into our lives without any warning of how she was to shatter our beliefs. . . . We thought we knew what was possible for a six-year-old." These words from the introduction by Elizabeth Newson, a well-known authority on child development, express the astonishment that readers will experience when they look at this remarkable book which contains many of the drawings produced by Nadia, an autistic child, between the ages of three and six. When Nadia came to Elizabeth Newson's clinic, she was virtually unable to communicate verbally and was distant and passive in manner. There was no indication at all of the incredible drawing ability that she possessed. In fact, when Elizabeth Newson was shown a few of Nadia's drawings, she was astounded and even tempted to doubt that they really were the child's own work. Lorna Selfe, who worked as a psychologist at the clinic, was equally impressed and resolved to make a protracted study of Nadia. It is this that provides the fascinating text of the book.

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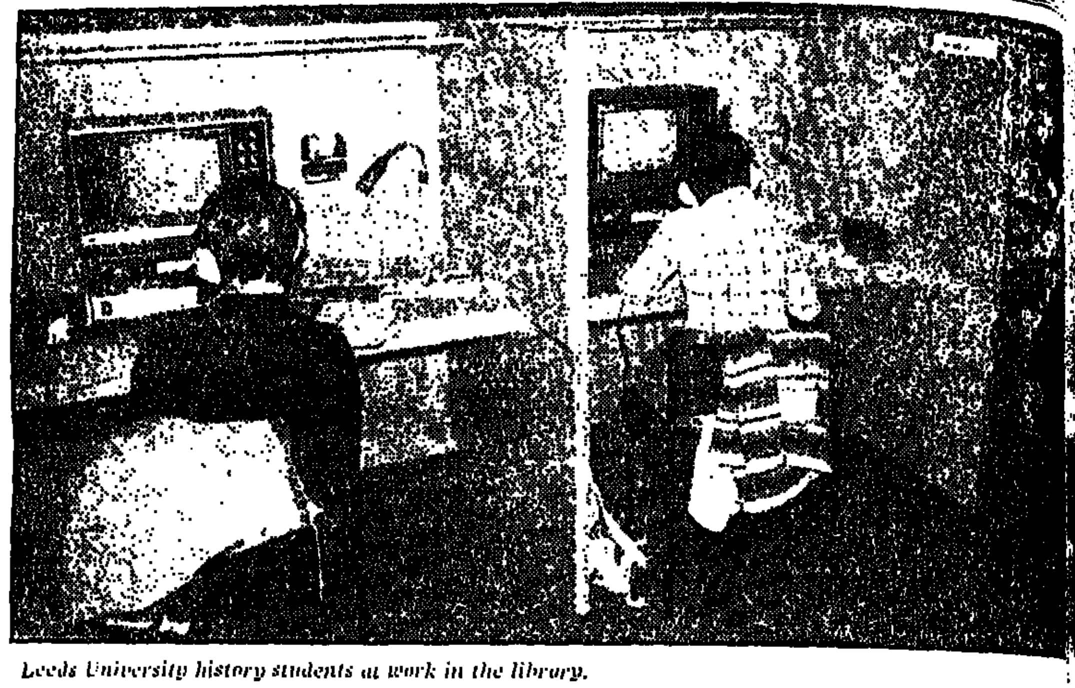
COLLINS

Televised lessons within a university setting

CAROLYN O'GRADY on the results of a Leeds University project to test the use of self-teaching methods



Leeds University history students at work in the library.

First-year history students at Leeds University did not attend tutorials or lectures during the third term in 1977. *Instead, they all spent two hours a week sitting in the dark watching the screen of a videoplayer.*

They were issued with worksheets, given exercises to do and directed to books and articles for further reading, but they worked entirely on their own and, though there were opportunities for meeting tutors, most students did not take advantage of them.

This way of working, apparently so antithetical to traditional university teaching methods, has been surprisingly successful. After a trial year, the organisers of the course are convinced that a methodological breakthrough has been made which could be used to a limited extent in other higher educational institutions and might also be highly effective in schools.

The result of a project financed by the Nuffield Foundation, the one-term course introduces students to the principal sources of historical evidence: archaeological and numismatic evidence for the early period; documentary sources for medieval times; and photographic, film and sound records for the nineteenth and twentieth century. Its chief component is 16 videocassettes each prepared by an academic in conjunction with Leeds University audio-visual experts.

The course was set up primarily, says Nicholas Pronay, its originator and a lecturer in history, "to provide reliable evidence about the applicability of modern educational technology and of a 'structured approach' to university teaching". It was intended to discover if the self-teaching methods used with—say — Open University students could be applied within universities as a solution to some of the problems besetting the traditional "apprentice" or "disciple" system.

Leeds also wanted to test out a new part of the history syllabus. They argue that the explosion of historical research and publications has meant that there is not enough time to devote to the incidental acquisition of the techniques or the craft of the historian.

Moreover, increased specialization in history has led to a real danger that students will be largely unaware of the sources and techniques applicable to those periods they are not studying. Higher staff-student ratios, due to greater student demand and economic considerations, have made it difficult to apply traditional methods to counteract these tendencies and the project sought an alternative.

The university emphasizes that the overriding impression given by extensive interviews with students and their written comments is that "one cannot please all of the people all of the time".

"One man's pet hate was another woman's fondest feature of the course. What was considered to be absurdly simple by some was taken as too demanding by others."

General conclusions

However, some general conclusions can be drawn. First no single method of teaching, not even the tutorial, was universally favoured by the students. Second, the course was undoubtedly popular. And third, the undergraduates attained similar academic standards during this term as they had done in four orthodox courses taken earlier in the year.

Though there were a few strong and vocal critics, most of them found the course a valuable exercise. The chief complaint was about the lack of personal contact. Most students complained that this method of study was isolating. Some also found some of the written work based on the videotapes and questionnaires too easy.

Students were found to be completely capable of supervising themselves. At first it was feared that, as they were only required to check in and out with the librarian at prearranged times, undergraduates would not turn up to sessions and would at least be unpunctual.

However, out of the 496 viewing sessions arranged during the term, only 39 were missed and in every case students had a valid excuse and made alternative arrangements to view. Undergraduates were seen to be taking notes avidly during sessions, while stopping, starting and rewinding the videocartridge machine.

Pupils liked the ability to control their own pace and to a limited extent their method of working. Most of them found they remembered what they saw and heard better than in a lecture or tutorial while most of the rest said there was little difference. In the interviews many students drew attention to how easy it was to take notes when working from a videoplayer.

"You are not having to scribble away frantically as you do in a lecture and hope that you have written down the relevant bits", said one. "You can turn it off if you want to write something down and then go on. . . ."

"In lectures I'm always missing something. This is another reason why I quite like the self control because I can drift off and I can easily go back", said another.

Most students said they preferred working alone with the videoplayer to working in groups with the machine. It was easier to concentrate in that way.

The chief criticism of this type of independent study was that it was isolated. Most students drew attention to the lack of personal contact. "You can't compare it with tutorials because you can't discuss it. You can't talk back. . . . I don't think you can cut personal contact away completely. I think you could do without the lecture, however, and have these instead of them."

Personal contact

It was interesting, however, that though there were set times when tutors were available to see students, not one student took advantage of this. No clear reason has emerged but it is possible that some sort of compulsory tutorials are needed to supplement the video lessons and to give the undergraduates a chance for discussion and meeting people.

Contrary to predictions that students would damage the expensive machinery or be unable to operate it, no one had any difficulty in using the equipment. There was only one occasion when a student accidentally mishandled a machine.

Surprisingly, none minded the fact that the programmes were in black and white and a few did not even consciously register the lack of colour. Neither did the technical quality of the programmes appear to matter.

Because each programme was conceived by an historian and produced with the aid of the audio-visual unit, the approaches varied considerably. Some were merely illustrated lectures while others used the whole paraphernalia of audio-visual communication.

But, while individual students had strong preferences for one approach or another, there was no concensus of preference over the production and presentation techniques used. This was taken to bear out one initial hypothesis: that when video programmes are used in a self-teaching way with university students there is no need to adopt special professional techniques.

As a corollary to this, however, it was noticed that as the course proceeded students did become much more aware of what was technically a good or bad production. But, though many became quite sophisticated in their understanding of the workings of the medium, a programme was never rejected on technical grounds.

Next summer Leeds will be repeating the course, which is now regarded as an established part of the history syllabus. They are also considering putting sections of other courses across in a similar way.

"It has proved a good method", said Nicholas Pronay, "of teaching a subject which would normally be taught in illustrated lectures. Students can study the visual elements and not only see them fleetingly on the screen in the lecture theatre. Moreover, this method of working helps to solve the central dilemma of lecturing which is: can lectures be made an integral part of a course? What happens to those students who for illness or other reasons miss some of them?

"If the teacher has to operate on the assumption that students who miss lectures must not be substantially disadvantaged, lectures have to be an optional extra and the effectiveness of the work which is put into the preparation of lectures becomes marginal. By putting the material which would form the substance of lectures on to video cartridges which are available to all students in their own time in the library, they can indeed be central part of a course.

Moreover, students' abilit centrate for a long period o and to follow an argument orally varies considerably. It a ture delivered to a large au it has to be pitched at a fa level with a lot of repetitiv vices. This makes them ine longer, and more are requir cover the same ground.

Own pace

"Students working wit cartridges can stop and rer repeat material if necessary can work at their own pace. T lecture can be more concentra and at a higher level, yet all stud ents can be equally expected to make the most of the material.

"This aspect is probably the m important and far-reaching in te of improving teaching for all gradu graduates and overcoming 'mixed ability teaching' proble all levels of education. The es element is not the use of telev but the use of the self-teach, s access television technolog available."

A course on historical so particularly lent itself to telev because of the need to show ments, coins, etc, and to draw tion to certain aspects of them for other subjects alternative m might be as or more appropri

However Pronay adds "there is something mesm about television, especially watched alone wearing phones", and it is this aspect might make the Leeds Univ findings interesting for sc many of which are already independent learning methods mixed ability classes, and ma which already have video ment.

In the meantime, should Nuf agree, the course will be offere a whole or in part to other hig education colleges and pe sixth-form colleges from which quiries have already been rece

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The *Animals in Art* exhibition opens at the British Museum on December 2. It is presented in seven sections including Hunting, Animals in Thought and Religion and Stories and Fables. Items have been drawn from the British Museum and British Library collections, and among them are Celtic coins, titles, and works by Dürer, Rembrandt and George Stubbs. Several Picasso woodcuts will also be on show.

Further information from the British Museum, London WC1.

Demonstrations of glass blowing are the major ingredient of a new Craft Advisory Committee film, *Hot Glass*, which was released last month. The film shows ordinary, repetitive work in a small workshop together with some virtuoso demonstrations by masters of the craft.

Hot Glass (16mm, colour, 45 minutes' long) is available for hire for non-commercial showings from: Concorde Films Council Ltd, Nacton, Ipswich, Suffolk.

Bibliophiles

The second edition of *A Select Bibliography of Educational Technology* has now been produced by the Council for Educational Technology. Compiled by Sylvia Stagg, librarian at Sevenoaks School, Kent, and Michael Eraut, acting director, of the Centre for Educational Technology at Sussex University, the book is 100 pages long and is divided into nine major groups.

The book costs £1.80 plus postage from Councils and Education Press Ltd, 10 Queen Anne St, London, W1M 9LD.

Griffin and George's *Biology News* contains eight pages of information on Griffin products, including details of a new incubator, corrosion preparations and microscopes.

The Autumn edition is available free from Mrs S. Martin, Griffin and George Ltd, 285 Ealing Road, Alperton, Wembley, Middlesex.

A new slide set *of six aerial* [illegible] of the North East *Norfolk coast* has been produced *by David and* [illegible] Wright. *The slides* show cl erosion, sand, gravel and deposits as well as urban view Sheringham and Cromer. The accompanied by brief notes. *"North East Norfolk" co* *from Klofron/Morganning* [illegible] *and slides, 116 Cowing* [illegible] *Norwich.*

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Alternative formula for a history resource pack?

by James Bromwich

History Broadsheets.
1. The Second World War
2. Changing Life in Scotland 1760-1820
3. The French Revolution
Each £1.80.
Heinemann Educational Books Ltd,
48 Charles Street, London W1X
8AH (1977).

The classic history resource pack was laid down by the Jackdaws—a collection of reproduced documents with a series of introductory sheets. Heinemann offer another formula with these three packs. Each contains between 18 and 22 broadsheets giving relatively short quotations linked by brief editorial comments. Each sheet covers a different aspect of the chosen topic. The presentation is attractive with well-designed headings and well-chosen illustrations.

John Ray's pack on the Second World War strikes a good balance between Allied and Axis sources and the Russian front material is particularly good. Apt quotations contrast the day-to-day viewpoints of the ordinary soldier and civilian with those of the generals (although the passages chosen to illustrate the experience of Hiroshima and Nagasaki seem muted).

Overall coverage is good, ranging over European, Middle and Far Eastern spheres of conflict, and includes sheets on the war in the air and at sea as well as the Nazi occupation of Europe and life on the home front. It is little more than a quibble to say that Hamburg and Dresden are not mentioned, and there is no sheet on America as the "Arsenal of Democracy".

Some of the questions seem ill-conceived — producing yes / no answers or asking for information the quotations do not seem to give. However, this type of source material always demands careful preparation for the particular needs of a class. The sheets lack any depth on high strategy: Yalta is not mentioned and the pack begins with the crisis over Poland rather than long-term causes.

These are not really weaknesses. Rather, they define the age group and course for which they are intended. This pack would certainly enliven an O level course and would also be useful with abler C.S.E. students.

Changing Life in Scotland 1760-1820 by Forrester and Moss is a good example of "patch" technique utilising contemporary sources. A particularly full picture of rural life, migration, industralization, new towns, the kirk, etc, is provided.

Politics is limited to the Radical movement and there is only one sheet on "Art and Society", confined mainly to architecture and painting. Burns receives a mention in the valuable glossary, but not Scott or the romantic movement. The emergence of Scottish publishers such as Constable or journals like the *Edinburgh Review* might well have been included in the excellent sheet on "Edinburgh in the Athenian Age".

In this pack a rather larger proportion of the material is explanatory or linking and quotations are consequently shorter. However, the sheets are logically organised and the material always apposite. The illustrations are good and well placed, if rather small.

From "The French Revolution".

The French Revolution is a notoriously difficult topic to present at school level. Graham Bearman's pack of broadsheets makes sense of the complex chronology up to the death of Robespierre and provides a clear portrayal of the political events and achievements of the revolution. The Declaration of the Rights of Man and the constitutional developments of 1791 are quoted, to explain the aims and attitudes of the revolutionaries. The maps of Paris in the sheets dealing with the city should serve as a model on how to include all the relevant place names without obliterating maps with unnecessary detail.

Statistical charts (for example, that on the social complexion of three villages) are well used to encourage an analytical approach in the student. But there are omissions; there is a lack of emphasis on economic factors and a brief quotation from Rousseau seems hardly sufficient to represent the pre-revolutionary critics of the Ancien Régime.

The most serious omission is material to bring alive the personalities of Robespierre, Danton and St Just, while Mirabeau hardly appears at all.

Much of the pack of necessity describes complex events in fairly sophisticated language and so would probably be best used with A level groups, though carefully selected sheets such as "The Fall of the Bastille" certainly would provide vivid illustration at O level.

The rather small, faint print used in this pack, unlike the others, also supports use by more mature students. In contrast to the packs on the Second World War and Scotland, the chronological approach and level prevent this pack being used for group work in a large class.

Both the other packs could be split into groups of five or six sheets of sub-topics. A relatively small number of packs would provide a means of teaching these topics in an interesting and valuable way.

Star trekking

by Peta Levi

The London Planetarium has taken a technological leap and invested in 45 new projectors which enable it to vie with sophisticated American planetaria. It is demonstrating the new equipment with a spectacular new presentation called *Universe*. For anyone over the age of six it is stimulating to watch this 35-minute programme, which traces the history of man's understanding of the universe.

The programme is based on an American production by Ian McLennan, and is the result of a collaboration between Mr McLennan and John Ebdon, director of the London Planetarium. The London programme was recorded in Toronto with new sound and visual effects, such as gas zones of Jupiter, radio waves, a solar sailor, pulsar and quasar, and the 1976 Viking landing on Mars. Some of the artwork such as Stonehenge and the pictures in the sky could be improved.

The programme is packed with digestible information, a good example of Ebdon's educational philosophy of relating the arts to the sciences. He starts with the builders of Stonehenge, pointing out that the inquiring mind, even of early man, wanted to organize objects or situations. Early agriculturalists lived by the stars from which they got their sense of time.

In 1609 the first telescopes were used. In this presentation the advance in knowledge is constantly related to man's individual endeavour, as illustrated by *Sir William Herschel's painstaking cataloguing of all the stars he could see through the telescope in his garden at Slough.*

With the development of radio astronomy (pioneered in Britain), discoveries such as pulsars, quasars and novas have shattered our ideas of a tranquil universe. The programme ends with a look at future exploration by robot spacecraft of the nine planets of our solar system.

There are daily performances of "Universe" at 11.40 am, 1.20 pm, 3.00 pm and 4.40 pm. Until 1978 prices are 30p for under 16-year-olds, adults 55p. Parties over 20 should book and a 10 per cent reduction is available.

In the charts

"The only record whose contents are wholly determined by what appears on the sleeve", said Steve Race, broadcaster, musician and art lover, of *Music in Pictures*, the National Gallery's first record.

The music on the record, which is performed by musicians from the Royal Academy of Music, has been chosen by Race to match 11 National Gallery paintings which portray musicians or have musical themes. The paintings are reproduced on the record sleeve.

Professor John Hales, chairman of the National Gallery Trustees, who described the record as the latest addition to the "Take-away National Gallery", gave three reasons for producing it.

First, to gratify natural curiosity about what musical instruments portrayed in paintings sounded like. Secondly, because musical themes appeared in a lot of paintings and music was an extremely important part of the society in which most painters lived. Thirdly, to add another dimension to the appreciation of a painting.

The matching of music and paintings has been assiduously done. The music complements the paintings in period and style, and the instruments played are those pictured.

Pictures include "The Ambassadors" by Hans Holbein, "A Man Playing a Lute", by Hendrick ter Brugghen, and "Music in the Tuileries Gardens", by Manet.

The record is in stereo with a playing time of 41 minutes. It costs .50 (£4 by post). A complemen- ry set of slides is available from the gallery, price £2.00 (£2.50 by post).

Carolyn O'Grady

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Cliff Edwards.
Wheaton and Co, Hennock Road, Exeter. 95p.

The aim of these booklets is to reproduce factual and detailed material about a variety of subjects for children whose reading ages are between seven and nine. Mr Edwards recognizes that remedial children can benefit as much as fluent readers from the "discovery" type of teaching in which the booklets would be used best.

The dearth of good, factual books written for the remedial child has meant teachers having either to prepare notes themselves, or refer the child to infant books. This series does not take too much preparation time and is not over-simplified. The witty, colloquial language helps to explain the intricate details of the excellent variety of subjects from natural and historical to supernatural life.

The three pages of reading in each block, a considerable amount for remedial readers to understand at the seven-year-old stage, is difficult, especially since comprehension usually lags behind reading age. The booklets would be more suitable for children aged eight or nine.

The text is followed by two pages of questions mischievously called "Take a Break", for Mr Edwards obviously believes that a change is as good as a rest. The remedial child, having struggled laboriously through his three pages of reading, may not be so amused.

From the variety of the questions and assignments set, such as "What was mud like in the trenches?" or "Can you write a short play saying what the men said before they went over the top in the Battle of the Somme?", it is clear that different abilities and interests have been taken into account, but could one seriously expect a remedial reader to write a play?

Teachers must be selective in the question sections. Unfortunately for teachers of poorly motivated children there are far too many questions which begin "Can you find out . . . ?" Their natural tendency will be to move on to the next task assuming that they can find the correct reference place in the text, for strangely enough, although the question pages refer to page numbers, the pages are not numbered.

Unfortunately, the booklets look dreary. Despite attempts at a variety of drawings, the overall impression is one of black, white and grey. Coloured illustrations would have been far more of an incentive to reluctant readers.

The main strength of the booklets is their versatility. They can be used as comprehension exercises, 15 minute stop-gaps, for wet play-times, for remedial and normal readers, classes or individuals, as booklets or cut up into single units and mounted on work cards.

The *Let's Look* series help remedial children to take part more fully in class topics, breaking down the isolation and frustration sometimes experienced when working on so-called cooperative projects.

E. Jane Ingham

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Polytechnics

"The question, 'Which way for the polytechnics?' has been asked repeatedly, and any answer must inevitably be personal. There is, however, particular significance in asking it just now."

Caring for the roots

By Kenneth Counter

The Department of Education and Science has indicated that it sees the polytechnics as the spearhead of public sector higher education. Meanwhile the polytechnics, in common with the rest of education, are feeling the effects of Government cut-back.

The significance now of questions about the way forward is emphasized by the fact that before long the shortfall in student numbers will hit polytechnic undergraduate courses. Mid-career up-dating and refresher courses for those in industry and commerce have increasingly become the province of commercial undertakings. Very recently, the senate of the Open University voted overwhelmingly in favour of entering the field of continuing education.

What then is the role of the polytechnics in respect of school-leavers, those already in employment, the immediate locality and the larger world? If the polytechnics were to be administratively separated from the further education sector the importance of defining their role, as against that of the universities, would be accentuated.

Dr Colin Adamson has remarked that the phrase "alternative-university structure" used by UNESCO is perfectly explicit. So it is, but is it descriptive of the polytechnics? Certainly they have had an important function in the development of the Council for National Academic Awards degrees and in the sponsoring and teaching of those courses now under the auspices of the Technician Education Council and the Business Education Council. But circumstances are forcing them to move in other directions in which they should already have been moving without the impetus of adversity.

They have admittedly confronted three dilemmas. In the first place, there is the paradox of history without history. In one sense, polytechnics cannot be understood without looking at the process leading up to their designation. In another what they lack is that historical tradition extending over the period in which knowledge has developed and diversified which is inherent in the universities.

The second dilemma lies in the paradox of a philosophy which is no philosophy. No adjectives such as "vocational" or "practical" satisfactorily designate any philosophy sufficient to sustain an academic institution.

The third arises from the paradox of resources which are not there. In one sense the polytechnics have been the recipients and the inheritors of resource. In another they are forever planning with limited hope of fulfilment, and both generally and in individual areas the assurance is lacking that what situation and circumstances have dictated as desirable will come to effective fruition.

When, nearly three years ago, I moved to the Polytechnic of the South Bank to take directorate responsibility for the faculty of administrative studies, I also took responsibility for a general overview of work in the short courses area.

Now "short course" does not adequately designate that key area of the work of a polytechnic which is concerned with meeting the needs of those already in employment. However, the particular case of specialist short courses has been brought into focus by the difficulties encountered in the polytechnics in mounting such courses at a commercially viable level.

We have largely lost out to those independent organizations which have done the job superbly well in every respect and charged the appropriate fees.

It has sometimes been thought that perhaps the polytechnics had an obligation to the local community, and that it was there that their special function lay. Terence Miller has firmly expressed the view that polytechnics are not essentially local institutions. The ILEA report, *An Education Service for the Whole Community*, did not do much to exploit their potential in this area.

At the other end of the spectrum, the difficulty of negotiating remission of fees for overseas students who are receiving as part of exchange arrangements has represented a serious discouragement of overseas links.

What then can be said positively about our potential? How, even if we do no more, can we put flesh on the bones of Sir Alex Smith's check list: design, synthesis, professionalism and application; doing, creating, visualizing, designing and thinking? Not that that alone would be sufficient.

In examining what might be done, I carefully avoid developing the theme of "applied" knowledge. In the end, rootless knowledge is also routeless. If we do not care sufficiently about feeding the roots, the question which way to go will soon cease to be important.

And feeding the roots means caring enough about the basic academic inputs to ensure that natural growth in the prevailing climate is made possible. How are we to the material to complete th of academic disciplines and polytechnics more fully rou stitutions? Cultural studie growing in the polytechnics ally, but much more is need the arts and humanities side house.

The polytechnics should becoming both centres of exc and institutions with some commitment. If Sir Norma dop's proposal that there sho a national plan for polyt were implemented, it may that the local commitment di vidual polytechnics would e more clearly.

Now that we have begun the possibilities in the area of tinuing education, the polyte need to find and fulfil a role area free from unnecessary straints, in conjunction with further development of their with school leavers, both areas enriched by closer cooperatio industry. At the same time needs to be a more enthus cultivation of internati exchanges when the parochialis existing anxieties regarding o seas student numbers has been pelled.

Kenneth Counter is assistan tor, Polytechnic of The South B London.

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Longman

Student at Hatfield Polytechnic. Photo: Ian Cook

Career emphasis

D. A. Kirby on Huddersfield Polytechnic's B.Sc honours degree course in geography

Students from all parts of the country have once again been attracted by the applied aspects of Huddersfield Polytechnic's BSc degree in geography, which is now in its second year of operation.

The department of geography has been one of the success stories of Huddersfield's expansion. Starting from only a handful of external London students, there are now about 120 new enrolments annually on the four main geography-linked degree courses operated in the department, which has progressively expanded its staff and facilities since 1970.

The BSc course was formulated to provide a distinctively polytechnic geography, with an emphasis upon career potential and practical training. "It's not what you know but what you can do" would be an appropriate motto for the course as a whole. Being a single-subject degree without even first year subsidiaries, there is a greater amount of time available for the development of practical skills, including data retrieval, manipulation and presentation.

In the second year, students begin to create their own pathways through the optional course structure, and by the third year select only three subjects, plus a supervised project. In this way it is possible to acquire a considerable depth of knowledge, while allowing for a wide exposure to different techniques of teaching and learning in the studio and the laboratory.

It would be premature to offer a verdict after only one year, but the facts so far speak for themselves. No student withdrew from the course last session, and all but one successfully progressed into the second year. As a self-standing course the class was not fragmented or overwhelmed by other students, as on multiple choice degrees, (although there was plenty of opportunity for them to meet students reading geography on other courses). As a result the students seemed to become socially cohesive in a remarkably short time, which helped them to work together well in both large and small groups.

Many groups, for instance, put in more than one twelve-hour day on field work in Wales despite plenty of other attractions. In a sense social integration is not an optional extra, for the students are encouraged to see that establishing cordial working relationships among themselves and with members of staff is one of the career attributes that is worth acquiring.

Already students are interested in their future careers, and some were enthusiastic enough—or fortunate—to talk their way into vacation jobs with an eye on third year projects and subsequent career outlo is hoped that this trend increase and so students wi able to achieve the benefit industrial training, without the advantages of an extra year be qualification.

Meanwhile at staff level, furt investigations are proceeding career needs and their relations with the curriculum and teachi methods. Perhaps we ought no not to be surprised at the lack understanding on the part of employers as to what graduates general and geographers in partic lar can be expected to know do, but it is important that understanding is generated betwe teachers and employers, and teac ers and newly-employed graduat

For too many geographers now being produced for us to ate only in the old tradition love for the subject and the for truth. We have, perhaps, to be much more selfconscious self-critical—in what we are for our young people. Monitor and evaluation has to be part our stock in trade.

In the long run the success the polytechnics will only be sured by the success of their dents in contributing to the good.

The staff at Huddersfield they are striking the right between training and educatio that within the next few years BSc geography graduates wi well-established in satisfying ca

Dr D. A. Kirby is course lea the department of geo Huddersfield Polytechnic.

What should be and what are the differences between universities and polytechnics with respect to research?

A dominant distinction

By W. B. Palmer

"But are polytechnics really meant to do things like this?" Such was the question from a member of a Government department, when we were negotiating a large research contract. Our answer was an unequivical "yes", but that the question was asked is significant.

It is well recognized that universities should have or at least do have *a dual* function of teaching and research; that they should be or at least are engaged in the extension of knowledge as well as its transmission. And they are respected for their achievements.

In its statement of policy when the polytechnics were established the Government recognized that although the main responsibility of polytechnics would be as teaching institutions (and isn't that also true of universities), it would be necessary to make provision for research activities.

It is one thing to state the broad necessities of Government policy, but apparently it is another to gain an understanding of it, the reason for it, and the practical limitations of it on the part of educationalists and the community, let alone members of another Government department.

Why should universities have this dual role and why should polytechnics have a similar dual function? First, higher education to degree and postgraduate level is concerned with advanced and changing knowledge or it fails in its purpose; there is no better stimulus for staff to keep abreast of their discipline throughout a lifetime than to be personally engaged in the extension of the discipline, or I would add, its application.

Second, that which is to be conveyed from teacher to student is not so much a body of facts as an approach to a field or discipline and how to think and practice within it: it cannot be conveyed unless the teacher does think and practice within his discipline and actually experiences the mental labour or agony of intellectual creation.

Third, the extension of knowledge is of value in itself, and experience suggests that creation is assisted if senior researchers have to face the reassessment and challenge of fundamentals forced by contact with fresh young minds through the teaching process.

To summarize and slightly rephrase, the staff of institutions of higher education need to be active members of two "professions"—that of their specialist discipline and that of teaching. The authority of a teacher—even if not his skill—depends upon his achievements and reputation in his discipline profession. This is as true of polytechnic as it is of university staff. What, then, should be and what are the differences between universities and polytechnics with respect to research?

The dominant ethos of the universities is the pursuit of knowledge and in many disciplines it is only pursued in the universities and a few other places. The dominant ethos of the polytechnics is the application of knowledge and that is also the business of society.

The word "dominant" is an important limitation to this distinction because there are professional faculties within the universities, and in many cases the application of knowledge raises fundamental questions and requires their pursuit. Nevertheless, the distinction is of value in considering the appropriate activity within the discipline profession in each type of institution.

Within the universities this activity almost universally takes the form of fundamental research of a type that can lead to the accepted character of PhD theses and publication in reputable journals. Within the polytechnic ethos the nature of activity in the discipline profession should be participation in the application of knowledge of the relevant profession which extends outside higher education.

This can take a variety of forms depending upon the discipline, such as secondments to industry, consultancy, creative art, cooperation with industry on problems that are real but could not lead to PhD's or publications in a reputable journal, and last but not necessarily least research which may lead to publications.

As an example a statistician in a university will be respected in so far as he extends and publishes on the theory and methodology of statistics; within a polytechnic the primary need is that he should practise statistics, whether or not it leads to theoretical advances, although the practise of statistics which does lead to such advance will be an additional benefit.

Turning from staff to research students, the past decade or two saw an explosion in the number of research students in the universities. One of the features of a successful teacher-student relationship is that the student tends to mould himself on the teacher and to become motivated towards academic research to which his undergraduate course has led.

He is attracted towards a research degree, which in some cases puts off an awkward decision about his future career, and academic departments were keen to recruit research students to maintain the momentum of their research interests. While higher education was expanding rapidly and could readily absorb on to staff a high proportion of its best products, the contradiction was not so obvious and doubts so severe as they have become today.

The polytechnics are young and were formed at the end of this wave. *It takes time to establish research schools and reputations to which research students are attracted and, therefore, on this count alone it is not surprising that there are not so many research students at polytechnics.*

But there is a more permanent and fundamental reason. There is a conscious effort in the polytechnics to design undergraduate courses, typified by sandwich degrees, to produce practitioners in the outside world rather than another generation of teachers. This cuts off the potential supply of research students, unless personal motivation is very strong.

There are, in fact, full-time research students but they are few and far between and will remain so: part-time registrations are much more common. That is consistent with their nature as institutions, and with the appropriate nature of professional discipline activity of staff as described above.

What progress have polytechnics made with establishing appropriate professional activity for staff? Most progress has been made in research, although with the difference that there has been an emphasis on applied research in association with industry and depending upon the direct involvement of staff rather than research students.

Without decrying the intellectual effort, the easiest course is to develop research: it is the traditional activity in higher education, there are established means of financial support, it can be done within the walls of the institutions at one's own speed, and it does not involve complications concerning conditions of employment.

There is by no means too much of it within the polytechnics, but there is an urgent need to solve the problems concerning the participation of staff more directly within the general activities of industry and the professions. A new and higher level of such participation is necessary by meaningful secondments, part-time engagements, and other joint projects.

The problems are real on the industrial and on the polytechnic side and, therefore, there is especial pleasure when schemes such as the Wave Power Project at Lanchester are successfully mounted. Under contract with the Department of Energy Lanchester Polytechnic and an industrial firm are cooperating to support an engineering project based at the polytechnic.

The team consists of 12 full-time members, some of whom are seconded from normal duties and some especially appointed, and other members of the polytechnic participate. It is not confused or distracted from its primary engineering goals by registrations for higher degrees, but is imbued with the urgency of the task. *It is the job that matters.*

Dr W. B. Palmer is dean of the faculty of engineering, Lanchester Polytechnic, Coventry.

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Streamlining the library

Christopher Dean on the new circulation control system installed at Sheffield City Polytechnic

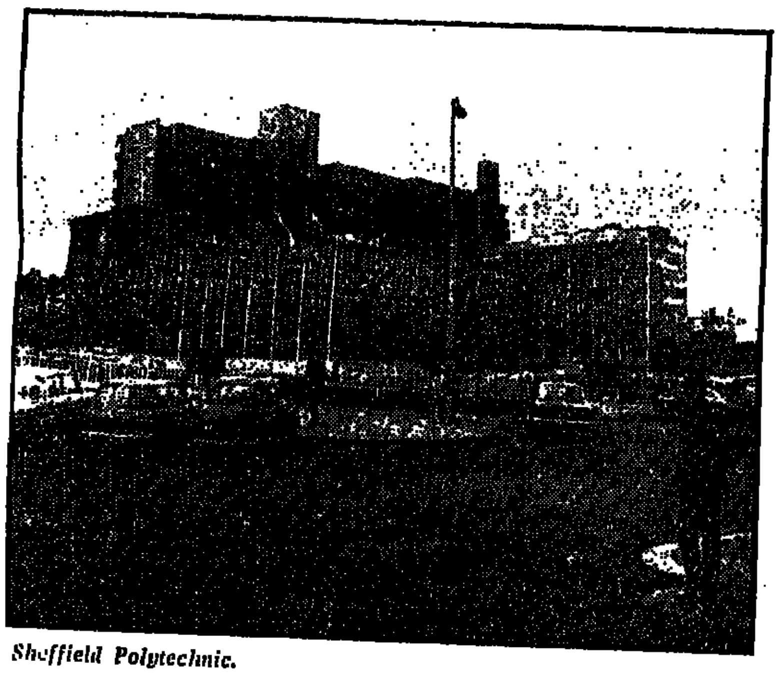
A circulation control system has recently been installed in the main library at Sheffield City Polytechnic. It is based on a small computer that controls three terminals on the library counter; each terminal consists of a visual display unit, a keyboard and a bar code reader.

The system has been developed to provide a greater control of bookstock and borrowers, so that a higher level of service can be provided to readers with the same staff.

When an issue, return or renewal of a book takes place, library staff are immediately presented with the relevant information about the book or borrower. Inquiries can also be made on the status of any book. Information is displayed giving the loan status of all copies. This consists of the borrower, date due back, loan types and reservations. The inquirer may then reserve the book.

The provision of a system with three visual display units, each of which can display up to 1,920 characters of information may appear to be a luxury if you are used to the systems installed in some public libraries which just accept or reject the book by illuminating lights.

The polytechnic library offers a more complex service than public libraries with different loan categories for books—short loans of a few hours, loans to part-time students, normal loans to students and loans to staff. Borrowers are also divided into staff, part-time and full-time students.



Sheffield Polytechnic.

The Polytechnic Library Service, while working within a tight cash limit, was determined to establish as flexible a system as possible and an important factor was to provide library staff and readers with immediate and complete information during transactions. Each terminal can carry out all the circulation control functions so that more than one terminal can be used for, say returns at a particularly busy period and the terminals provide back-up for each other if one is inoperable for any reason.

The system can be extended to provide additional library functions such as book ordering or cataloguing or it can be extended to other sites or branches. The degree of interdependence or independence of each different site can be varied.

A typical circulation control activity is the issue of books. A borrower wishing to take out a number of books will present them and his borrower card to the library assistant at the issue point. The card and each book contain bar-coded labels which are read by a pen-like wand.

Borrowers may be staff, part-time students, full-time students or special (binding, etc). Books may be normal loan, short loan, part-time loan or reserved. When all the books for the borrower have been entered, the entries are checked and messages are displayed on the screen to indicate the status of each book.

In most cases, all books are issued normally. However, many different conditions may occur. A borrower may be restricted because, for example, he has exceeded the number of books he may borrow, because a book is awaiting collection or he has left some property in the library. A full-time student may be attempting to borrow a book only available for part-time students.

There are numerous other cases that can be detected but they can all be overridden by the library staff member working the terminal. Again, it will only be on rare occasions that books are issued despite the system's warning.

The circulation control system is linked to the polytechnic's main computer over a Post Office line and this computer maintains details of borrower addresses and author-title information. The only printer is on the mainframe computer and this is used for printing overdue and recall notices as well as management information. Details of each day's transactions are transmitted over a dedicated high-speed line to the mainframe computer in the evening for processing.

An important consideration in designing a system such as this is reliability and back-up. The equipment installed in the library is similar to many installed by the same manufacturer for airport reservations throughout where a high level of r demanded so we expected had, little trouble with th ment.

There is, however, a co sive system of back-up. If a goes down, the transaction continued on one of th terminals. If a bar-code ceases to function, the bo borrower numbers can be ke If the link to the mainfra puter is broken, the library can continue indefinitely overdue-recall cards will not out and the full inquiry sys not function.

If the small computer goe returned books can be books can be issued using the bar code readers but the code out on a tally roll to be read back in when the becomes available again.

The computer circulation has replaced a "Book system in which embossed were used in a manner sim the credit cards in sho garages. There were cons problems with this system cards could slip out of the and filing and retrieval was cult.

The new system was plan permit the same number of staff to provide a better They can do this by removi need for handling of paper providing rapid information val through the terminals, th making themselves more ava to help borrowers to make th use of the library.

The equipment used in the li consists of an Incoterm 20/20 cessor with dual diskette dr three visual display units upper and lower case, three boards with function keys for ea transaction (issue, return, exp enter, etc) and three Telepen code readers which are manufac tured by SB Electronics

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TALKBACK

Pupil-compiled records

Don Stansbury

During the last decade teachers in several comprehensive schools have been developing a new kind of document for school leavers, the personally compiled record. This does not replace conventional systems of assessment, but is an additional document with merit of its own.

In essence it is the pupils' record of the things that they have done which they consider worthy of recording. Although no two pupils will have the same audience in mind, the record is meant to be read. It is not private, but something that will be shown to others both when it is complete and while it is being made.

The idea of a personally compiled record is familiar enough. When we apply for teaching jobs we usually provide a summary of the things we have done. This is likely to be a selective summary.

We leave out things that do not show us to advantage or show the kind of person we would like to be taken for. The process of making this record is for many of us a process of self-discovery, and a declaration of what we think we are and want to be.

I believe that this idea has enormous potential when applied to pupils in the later stages of secondary schooling. It is very good for them to spend time thinking about what they can do well, not in the narrow terms of school subjects, but in the wider sense that includes social skills and strengths of character. These are often revealed in self-chosen activities out of school, and often best known to friends or relatives rather than to teachers.

Recording encourages youngsters to think constructively about the things they like doing, and to set themselves tasks that will challenge and display their best abilities. Rather strangely, it does not lead to competition, boasting or falsification.

The business of claiming an identity and having that identity accepted by others is so important to adolescents that, provided the school organizes the recording sensibly and seriously, youngsters who cannot be moved by much can be motivated by this.

The system we use in our school is the Record of Personal Experience, Qualities and Qualifications. This is arranged in three stages, so that it is fairly easy for those concerned to get used to the ideas and learn the techniques. There is a detailed handbook for tutors and support material for the recorders. The teachers concerned should be well briefed and well organised before they start.

During the first stage all recorders complete three cards, which are for an interest, a working activity and a self-chosen task. On the "Interest" and "Work" cards a minimum of 30 hours' involvement is set, to establish a hurdle which will delay their progress in this early stage and so encourage a thoughtful approach.

The second stage aims to spread the range of recording. At least six cards out of the eight must be completed. They are: "Attendance", "Craft", "Creative Work", "Journey or Visit", "Learning", "Physical Activity", "Service to Others", "Working with Others". While doing these cards the recorder can complete as many more "Interest", "Work", or "Self-Chosen Task" cards as he or she wishes, because the apprentice stage has been passed and they are now available for open or unstructured recording.

At each stage there are ceremonies to increase the seriousness and the status of recording. On completing the second stage, recorders are presented with an impressive and expensive record book for their cards.

They are now on the open stage, and should be ready to compile a selective and personal record of whatever they feel is important and relevant to them and their future.

Employers show great interest in these records, because they provide information about interests and activities and personal values, and this information is not easily obtainable from other sources. Our pupils take their books to interviews, and believe they gain from this.

So far no pupil has left with a record book and not gone into a job or further education. This is not just because the book is a help at interviews. The whole process helps.

I also find that recording, because it is individual and personal and relevant, produces an improvement in attitudes and relationships and this is perhaps the most important effect of all.

Don Stansbury is Director of Studies at King Edward VI Comprehensive School, Totnes, Devon.

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How do you count?

Chris Power

The term "West Indian" seems more and more to be used as a euphemism for "black". Norma Gibbes (Talkback, November 4) falls into the trap when she writes: "In cases of doubt about whether a pupil is of African origin or not, he or she should be classified as West Indian".

The time has come to stop using the terms "West Indian" or "Immigrant" when people are really referring to pupils born in England who are "non-white". These children would be better described as black British.

This would avoid the mistake of Mr Paine, registrar general of England and Wales, who when giving evidence to the Select Committee on Race Relations and Immigration said that "the parent's country of birth would become increasingly out of date as more and more immigrants born in Britain has their own children".

Unless Government policy is seen to support the fact of settlement, young people being educated in a multiracial society will continue to feel insecure, uncertain and disaffected.

In the DES consultative document the pros and cons of the introduction of monitoring procedures based on a category definition of "We Indian" or "West Indian e are debated. Too often such a gory is used in far too si a way to categorise anyone does not seem to be Asian or w The term itself does not ind the nature of the plural so within the Caribbean.

I personally had experience 1971 of asking parents and about their origins for stat being compiled for the use of ILEA. They were extremely at the categories offered, and b about the use to which such s tics could be put. I do not be that the 1977 responses would any different.

Furthermore, if the suggesti made that counting be introd for "West Indians" only, could be rightly interpreted sinister. The concentration of should be in monitoring the gress of all children, and form ing attainment tests which would less culturally biased than now used.

Monitoring must be for all m bers of the school, and must involve a system such as I fo at Tulse Hill in 1971, where C the top left-hand corner of record card designated non-wh

Neither should there be any gestion of the precise bas colour in terms of classifica That would produce a colour-st syndrome from which many Ca bean islands are now trying escape.

Neither would geographical o be helpful unless it was based Streatham, Norwood or Brixton grees of ancestry would introd the terms "second, third and fo generation". Presumably th would have to be categories "twenty-fourth generation Ro British" or "thirteenth genera Danish Anglo-Saxon". Many of black pupils have said they w be termed "Asian" elsewh "If you are not white in this c try, you are black."

It is not good enough for teach to say "they are all the sa They must provide classroom m rials which reflect the plural of the society the children li Only then can all our pupils lop their personalities to the and be given confidence to the stereotyping and labelling is increasingly prevalent.

Chris Power is senior teacher, Hill Comprehensive, London.

Classified Advertisements

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Teachers wishing to apply for a post in Scotland are advised to ask the Registrar, The General Teaching Council for Scotland (5 Royal Terrace, Edinburgh EH7 5AF) for information about eligibility for registration with the council.

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Nursery Education

Headships

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
COOK STREET NURSERY SCHOOL
(Group 1)

Applications are invited from suitably qualified and experienced applicants for the HEADSHIP of the above named school which becomes vacant at the end of the Spring term.

Removal expenses and temporary lodging allowance may be granted in appropriate circumstances.

Application forms, obtainable from the Director of Education at the address shown below on receipt of a stamped addressed foolscap envelope to be returned to him by 2nd December, 1977.

L. A. Bloom, Chief Executive, Town Hall and Civic Centre, Sunderland SR2 7DN.

Deputy Headships Senior Masters/ Mistresses

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
USWORTH COLLIERY NURSERY SCHOOL
(Group 2)

Applications are invited from suitably qualified and experienced applicants for the DEPUTY HEADSHIP of the above named school. This is a re-advertisement and previous applicants will be considered without reapplying.

Removal expenses and temporary lodging allowance may be granted in appropriate circumstances.

Application forms, obtainable from the Director of Education at the address shown below on receipt of a stamped addressed foolscap envelope, to be returned to him by 30th November, 1977.

L. A. Bloom, Chief Executive, Town Hall and Civic Centre, Sunderland SR2 7DN.

Other Appointments

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
NORTHCOURT COUNTY PRIMARY SCHOOL
Dickens Road, Gravesend

Required for January, Infant/Nursery trained TEACHER for one term only for Nursery Unit.

Applications to the Head at the School.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
DINNINGTON FIRST School
(Nursery Unit)
NURSERY TEACHER (Scale 2)

Required during the Spring term, 1978, a suitably qualified and experienced TEACHER for appointment to a Scale 2 post for a new 30-place nursery unit.

Application forms obtainable from the Director of Education, Civic Centre, Newcastle upon Tyne, NE1 8PU, to be returned to the Headmistress, Mrs. A. [illegible], Dinnington First School, Sycamore Avenue, Dinnington Village, Newcastle upon Tyne, NE13 7JY, by 2nd December, 1977.

NORTH TYNESIDE
(Metropolitan Borough of)
EDUCATION COMMITTEE
ST. CUTHBERT'S R.C. PRIMARY SCHOOL
Lovaine Place, North Shields NE29 0HU
Headteacher, Mr. T. J. McPartlan

Required for 10th April, 1978: Scale 2. Experienced NURSERY TEACHER, preferably Roman Catholic, to be responsible for new Nursery Unit opening shortly.

Application forms are available on receipt of a S.A.E. from the Director of Education, The Chase, North Shields NE29 0HW, and should be returned to the Correspondent Manager, Rev. Fr. J. Loftus, St. Cuthbert's Presbytery, Albion Road West, North Shields, within two weeks of the appearance of this advertisement.

Primary Education

Headships

BEDFORDSHIRE
EDUCATION COMMITTEE
HEADSHIPS
(i) LITTLE STAUGHTON LOWER SCHOOL
Little Staughton, Bedford
Group 1
From April 1978

Applications are invited for the HEADSHIP of this Group 1 Lower School which caters for children aged 5 to 9. Estimated roll April 1978, 31 pupils.

(ii) TURVEY LOWER SCHOOL
Turvey, Bedford
Group 2
From April 1978

Applications are invited for the HEADSHIP of this Group 2 Lower School which, at present, caters for children aged 5 to 8. The school is due to become a 5 to 9 Lower School in September 1978. Estimated roll April 1978, 60 pupils.

Application forms and further details for the above posts obtainable from D. P. J. Browning, M.A. Chief Education Officer, County Hall, Bedford.

Closing date, November 24, 1977.

BERKSHIRE
CHURCHEND PRIMARY SCHOOL
Usk Road, Tilehurst, Reading

Required April, 1978, a suitably qualified and experienced TEACHER for the post of HEAD TEACHER of this Group 5 Primary School, roll 2[illegible]. Lodging allowance and removal expenses in approved cases.

Application forms obtainable from the District Education Officer, Reading Education Office, P.O. Box [illegible], Civic Centre, Reading, RG1 7TD (S.A.E.). Closing date 6 December, 1977.

CAMBRIDGESHIRE
CAMBRIDGE AREA
PAPWORTH EVERARD COMMUNITY PRIMARY SCHOOL
(Roll 44)

Applications are invited for the HEADSHIP of this Group 1 school to commence at Easter, 1978.

Application forms and details from Senior Area Education Officer, Shire Hall, Cambridge, CB3 0AP (S.A.E., please) returnable by 5th December, 1977.

CHESHIRE
EDUCATION COMMITTEE
ASTBURY C.E. (Aided) PRIMARY SCHOOL
HEAD TEACHER Group 2

Application forms and further details (stamped addressed envelope, please) obtainable from the District Education Officer, 9 Park Street, Congleton. Completed forms should be sent to the Rev. R. F. P. Crane, Astbury Rectory, Congleton, Cheshire CW12 4RQ. Closing date: 2nd December, 1977.

DEVON
BROADCLYST COUNTY PRIMARY SCHOOL
(Roll: 170)

Applications are invited from suitably qualified persons for the post of HEAD TEACHER for this Group 4 School (£5,2[illegible] to £5,910).

The successful applicant will be expected to take up the appointment in April, 1978.

Application forms and further details (S.A.E., please) from East Devon Area Education Officer, Morwenstow, 7 Barnfield Crescent, Exeter, returnable by 5th December, 1977.

DEVON
LANDSCOVE C. OF E. (A) PRIMARY
Landscove, Newton Abbot

HEAD TEACHER required April 1978 for this Group 1 School.

Application forms and further details (S.A.E. foolscap) from Area Education Officer, Oldway, Paignton. Closing date: two weeks from date of this advertisement.

DEVON
IVYBRIDGE EAST PRIMARY SCHOOL.
Ivybridge, Devon
(Group 4)

Applications are invited from suitably qualified and experienced TEACHERS for appointment as HEAD TEACHER of this new 200-place primary school which is scheduled to open in September, 1978. The successful candidate will be expected to take up his/her appointment in April, 1978.

Application forms and details (stamped addressed envelope) from Area Education Officer, Civic Centre, Plymouth, to whom completed application forms should be returned within 14 days of this advertisement appearing.

DEVON
THORNBURY PRIMARY SCHOOL
[illegible], Plymouth
(Group 5)

Applications are invited from suitably qualified and experienced TEACHERS for appointment as HEAD TEACHER of this new 320-place primary school which is scheduled to open in September, 1978. The successful candidate will be expected to take up his/her appointment in April, 1978.

Application forms and details (stamped addressed envelope) from the Area Education Officer, Civic Centre, Plymouth, to whom completed applications should be returned within 14 days of this advertisement's appearance.

DORSET
COUNTY COUNCIL
ST. WALBURGA'S R.C. PRIMARY SCHOOL
Malvern Road, Bournemouth
(Group 6)
(Number on roll 380)

Applications are invited from suitably qualified and experienced Roman Catholic TEACHERS for the post of HEAD TEACHER. It is hoped to make an appointment for April, 1978.

Application forms and further particulars from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth. Completed forms to be returned by 31st December (S.A.E.) to The Correspondent to the School Managers, 91B Charminster Road, Bournemouth.

ESSEX
BASILDON & BRENTWOOD AREA
BUTTSBURY COUNTY JUNIOR SCHOOL
Norsey View Drive, Billericay
(Roll 505)
Group 7

Required: HEAD for this Junior School with effect from the beginning of the Summer Term 1978.

Closing date: 9th December, 1977.

Application forms and further details may be obtained from the County Education Officer, P.O. Box 47, Market Road, Chelmsford. (Foolscap S.A.E. please.)

HAMPSHIRE
ALL SAINTS C.E. (AIDED) JUNIOR SCHOOL
Leawood Road, Fleet
(Number on roll 508)

Required for Summer Term, 1978, HEAD TEACHER, Group 7.

Closing date 7th December, 1977.

Details and forms of application obtainable from the Area Education Officer, Crossways, Boundary Road, Farnborough, Hampshire (S.A.E. please).

HAMPSHIRE
MOUNT PLEASANT FIRST SCHOOL
Group 5

Applications are invited for the HEADSHIP of this Social Priority School which serves various ethnic minority groups from April, 1978.

S.A.E. for details and application forms to: The Area Education Officer (SW1), Arundel Towers North, Portland Terrace, Southampton SO9 4XE.

Closing date: 28th November, 1977.

HAMPSHIRE
HAREFIELD FIRST SCHOOL
Group 4

Applications are invited for the HEADSHIP of this School from April, 1978.

S.A.E. for details and application forms to The Area Education Officer (SW1), Arundel Towers North, Portland Terrace, Southampton SO9 4XE.

Closing date: 28th November, 1977.

HAMPSHIRE
RINGWOOD C.E. CONTROLLED INFANT SCHOOL
School Lane, Ringwood
(Number on roll [illegible])

Required April, 1978: HEADTEACHER Group 1.

Full details and application forms from Area Education Officer, Cannon Street, Lymington, Hampshire. Closing date: 2nd December, 1977.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
TONWELL VOLUNTARY CONTROLLED CHURCH OF ENGLAND J.M. & I. SCHOOL
Tonwell, Near Ware

Head required from 11 April, 1978. Group 1. Salary £[illegible] to £[illegible] (including £312 supplements) plus £150 fringe allowance.

Application forms and further particulars from the Divisional Education Officer, Scott House, Hagsdell Road, Hertford SG13 8BQ. Closing date 8 December, 1977.

LONDON BOROUGH OF

CROYDON

EDUCATION COMMITTEE

Invite applications for the following:

HEADSHIPS

PARK HILL JUNIOR MIXED SCHOOL
Stanhope Road, Croydon, CR0 5NS
Tenable: 8th April, 1977

Salary: Head Teacher Group 5. and London Allowance of £297 and additional pay supplements of £312 (April, 1976) and £189 (April, 1977) are payable.

Reasonable removal expenses will be reimbursed, subject to an undertaking to give at least two years' service to the Authority, and to the submission of three alternative estimates from Removal Contractors.

Requests for application forms should be made to the Director of Education, Education Department (T.A.S.), Taberner House, Park Lane, Croydon, CR9 1TP, including a stamped addressed envelope by 2nd December, 1977.

ilea

Inner London Education Authority

For teaching posts in Inner London

See page 56

Classified Advertisements

The charge for advertising in all classifications is 76p per line (minimum 3 lines).

Display in classified advertisements £4.35 per single column cm (minimum space 9.5 cm double column at £82.65).

A charge of 50p is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space. Copy should be sent to:—
The Advertisement Manage,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road, London WC1X 8EZ,
by Monday for the following Friday's issue.

Oxfordshire County Council

Applications are invited for the following Headships vacant from April, 1978.

Ardington and Lockinge C.E. (Controlled) Primary, Group 1

Milton Heights County Primary, Group 1
North Hinksey C.E. (Controlled) Primary, Group 3

South Moreton County Primary, Group 3
Stanford-in-the-Vale C.E. (Controlled) Primary, Group 4

Further particulars and application forms are available on receipt of s.a.e. from the Chief Education Officer, Macclesfield House, New Road, Oxford OX1 1NA. Previous applicants for the posts at Ardington and Milton Heights will be automatically reconsidered.

Oxfordshire

HEADSHIPS—
Group 6

Applications are invited for the following Headships which will be available from April, 1978.

Springfield County Middle

new school which will ultimately provide accommodation for 480 children aged 8 to 12 years. Initially it will cater for the 5 to 12 age group until two new first schools are built.

Greenleys County Middle

new buildings.
Age range 8 to12 years

The Development Corporation is making a number of houses for rent available to teachers appointed to schools in the designated area. Subject to the County Council's regulations, removal expenses up to £158 and board and lodging allowances are payable.

Application forms and further details obtainable from the Divisional Education Officer, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY on receipt of a stamped addressed foolscap envelope.

MK
MILTON KEYNES DIVISION
BUCKINGHAMSHIRE COUNTY COUNCIL

HEADSHIPS
CASTLE POINT & ROCHFORD AREA

RE-ADVERTISEMENT

ST. TERESA'S R.C. (VOLUNTARY AIDED) PRIMARY SCHOOL, Ashingdon Road, Rochford

Applications are invited from suitably qualified and experienced teachers, men and women, lay or religious, for appointment as Head of this Primary School which opened in April, 1973. Group 2 Salary. The successful candidate will be required to take up duties in April, 1978.

The vacancy has arisen due to the retirement through ill health of the previous Head.

Previous applicants need not re-apply, as their applications will receive consideration.

Application forms (and further details) obtainable from the Area Education Officer, Castle Point & Rochford Area, "Brooklands", 25 Hockley Road, Rayleigh, and should be completed and returned by not later than 9 December, 1977.

RE-ADVERTISEMENT

WINTER GARDENS COUNTY INFANTS SCHOOL, Hilton Road, Canvey Island (240 places) Group 4

For this new open plan school with effect from the beginning of the Summer Term 1978.

Previous applicants need not re-apply as their applications will receive consideration.

NORTH-WEST ESSEX AREA

RICKSTONES COUNTY PRIMARY SCHOOL, Rickstones Road, Witham (240 places) Group 4

For this new Junior Mixed and Infants School with effect from the beginning of the Autumn Term 1978.

NORTH-EAST ESSEX AREA

KING'S FORD COUNTY JUNIOR SCHOOL, Gloucester Avenue, Shrub End, Colchester (Roll 257) Group 5

For this Junior School with effect from the beginning of the Summer Term 1978.

BASILDON & BRENTWOOD AREA

SOUTH GREEN COUNTY INFANTS SCHOOL, Ganels Road, Billericay (Roll 185) Group 4

For this Infants School with effect from the beginning of the Autumn Term 1978.

Closing date for all these posts: 9th December, 1977. Application forms and further details of these posts may be obtained from the County Education Officer, P.O. Box 47, Market Road, Chelmsford.

Essex County Council

PRIMARY
Headships
continued

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
[illegible] GILES [illegible] SCHOOL
Durham Road, Stevenage
(Group 4)

HEAD TEACHER required April 1978, for this modern, semi-open plan school which is pleasantly situated in a residential area in north Stevenage.

Further particulars and application forms from the Divisional Education Officer, The Grange, High Street, Stevenage. Closing date 1st December, 1977.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

Appointment of HEAD TEACHERS

MEDWAY DIVISION

ST. NICHOLAS C.E. INFANTS' SCHOOL,
Group 2 · Roll 117

Appointment to take effect from the Summer Term, 1978, or as soon as possible.

Application forms and further particulars from the Divisional Education Office, Fort Pitt House, New Road, Rochester, to whom they should be returned by 30th November, 1977.

GILLINGHAM DIVISION

ST. MARY'S R.C. JUNIOR SCHOOL (Aided)
Group 4 · Roll 179

Appointment to take effect from the Summer Term, 1978. Applicants should possess the Catholic Religious Training Certificate.

Application forms and further particulars from the Divisional Education Office, Municipal Buildings, Gillingham (S.A.E., please), to whom they should be returned by 2nd December, 1977.

DOVER DIVISION

MONGEHAM COUNTY PRIMARY SCHOOL,
Group 5 · Roll 305

Applications are invited for the post of HEAD TEACHER from January, 1978, or as soon as possible thereafter following the retirement of the present Head Teacher.

Application form and further details (S.A.E., please) are obtainable from the Divisional Education Officer, Cambridge Terrace, Dover, to whom they should be returned by 2nd December.

LEICESTERSHIRE
HEADSHIP
BEAUMONT LEYS NEW PRIMARY SCHOOL
Leicester

HEAD required April, 1978. This new school is due to open in August, 1978, for 280 children (five to 11).

The school will provide a 20-place Speech Unit. Provisional Group 5.

Details on request.

Apply (no forms), with full particulars and names and addresses of two referees, to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by 29th November (S.A.E.).

LEICESTERSHIRE
HEADSHIP
FOREST LODGE INFANT SCHOOL
Leicester

HEAD required from April. Approximately 190 on roll. Two nurseries (120 [illegible] places). Group 5.

Details on request.

Apply (no forms), with full particulars and names and addresses of two referees, to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by 29th November (S.A.E.).

LEICESTERSHIRE
HEADSHIP
ROWLATTS HILL NEW PRIMARY SCHOOL
Leicester

HEAD required April 1978. This new school is due to open in August, 1978, for 280 children (five to 11).

Provisional Group 5.

Details on request.

Apply (no forms) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by 29th November. (S.A.E.)

LINCOLNSHIRE
LINCOLN LOWFIELDS FIRST SCHOOL
Burnham Group 6 £5,685-£6,309

Applications are invited from suitably experienced TEACHERS for appointment as HEADTEACHER of this new 280 place school expected to open in September, 1978.

Application forms and further details available on receipt of S.A.E. from the Divisional Education Officer, 4 Lindum Road, Lincoln LN2 1NT.

Closing date for receipt of applications 5 December, 1977.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
WESTGATE HILL INFANT SCHOOL
Appointment of HEAD TEACHER (Group 4)

Required for Easter, 1978, or earlier if possible, a suitably qualified and experienced TEACHER for appointment to the post of HEAD TEACHER of this county infant school for approximately 170 boys and girls between the ages of four and seven years. About half of these children are of families of foreign origin and provision exists in the school for the teaching of English as a second language.

The school is in Group 4 for salary purposes, i.e. within the range £4,794 to £5,418 per annum plus £312 and £189 per annum supplement. A Social Priority Allowance is payable (£201 or £276 per annum).

Application forms and further particulars, obtainable from the Director of Education, Civic Centre, Newcastle upon Tyne, NE1 8PU, should be completed and returned to this Department by 2nd December, 1977.

NEWHAM
(London Borough of)
re-advertisement
MONEGA JUNIOR SCHOOL
Monega Road, London E12 6TT
Roll: 400 approx.
Required January 1978, or as soon as possible thereafter
HEAD TEACHER, Group 6

Burnham Scales plus London Allowance £402 plus Social Priority Allowance £201 or £276.

Application forms may be obtained from the undersigned to whom they should be returned by December 2nd, 1977.

J. S. Willis, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

NORTHUMBERLAND
COUNTY COUNCIL
LOWICK COUNTY FIRST SCHOOL
Group 2 (36 pupils)
HEADMASTER/MISTRESS

Applicants should have completed not less than five years' service as qualified teachers at the date on which they submit their application.

Up to 75 per cent removal expenses and lodging allowance in approved cases.

Application forms returnable by December 2 obtainable by sending a foolscap S.A.E. to the Director of Education, [illegible] House, Regent Centre, Gosforth, Newcastle upon Tyne.

ST. HELENS
EDUCATION COMMITTEE
PRIMARY SCHOOL HEAD TEACHER
ST. PETER'S C.E. (AIDED) PRIMARY SCHOOL (GROUP 4)

Suitably qualified and experienced teachers are invited to apply for the post of HEAD TEACHER at this Group 4 school to take effect from 1st May, 1978. Candidates should be practising Anglicans.

Further details of this post, together with a form of application, are available from the Director of Education, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN, and when completed applications should be returned to the Rev. N. Meredith, B.A., Dip.Th., St. Peter's Vicarage, Newton-le-Willows, by Wednesday, 30th November, 1977, at the latest.

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
NETHERTON MOSS J.M.I. SCHOOL,
The Marian Way, Bootle L30 3TS

Required for September, 1978 — HEAD TEACHER for this Group 5 school.

To be created by the amalgamation of the current Junior and Infant Schools (presently 295 on roll).

The school is in postwar buildings with ample teaching accommodation, including two halls and a swimming pool.

The Headship of the present Junior School (Group 4) may be available for January/April, but it is not a prerequisite of the combined headship that applicants should wish to be considered for this.

Application forms and further details for this post only are available from the Chief Education Officer, Burlington House, Crosby Road North, Waterloo, Liverpool L22 0LG, upon receipt of a S.A.E.

Closing date for the receipt of application form, 30th November, 1977.

SOMERSET

Applications are invited from suitably qualified and experienced TEACHERS for the following primary HEADSHIPS

Duties to commence April 1978

ST. ANDREW'S C.E. V.C. PRIMARY
Taunton
(Group 4)

NYNEHEAD V.C. PRIMARY
Near Wellington
(Group 1)

Application forms and details (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton. Closing date 5th December, 1977.

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
HILL VIEW INFANT SCHOOL,
(Group 6)

Applications are invited from suitably qualified and experienced applicants for the HEADSHIP of the above-named school as from 1st January, 1978, or as soon as possible thereafter.

Removal expenses and temporary lodging allowance may be granted in appropriate circumstances.

Application forms, obtainable from the Director of Education at the address shown below on receipt of a stamped addressed foolscap envelope to be returned to him by 2nd December, 1977.

I. A. Bloom, Chief Executive, Town Hall and Civic Centre, Sunderland SR2 7DN.

WIRRAL
(Metropolitan Borough of)
HOYLAKE C.E. PRIMARY SCHOOL,
Hoylake, Wirral, Merseyside
(Mixed; age range five to 11; Group 6 school)

For 1st May or 1st September 1978: HEAD TEACHER. Communicant member of the Church of England desirable. New building under construction.

Application forms and further details from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Merseyside, L41 6NH (S.A.E., please).

Closing date: 5th December 1977.

Deputy Headships Senior Masters/ Mistresses

BARNET
(London Borough)

Required January or April, 1978:
MARTIN INFANTS' SCHOOL,
High Road, East Finchley, N2 9RR
(Roll 197)

DEPUTY HEAD TEACHER. Applicants should have clear understanding of needs of children from three to seven years of age and interest in assisting in school organization and curriculum development. Group 4 plus Social Priority allowance.

Schemes for payment of removal expenses and separation allowances in approved cases.

Application forms (S.A.E.) obtainable from the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL, to be returned by 2nd December, 1977.

BERKSHIRE
ALEXANDER COUNTY FIRST SCHOOL
Kennedy Road, Windsor

Required in April, 1978, DEPUTY HEAD, Group 4 (£3,834 to £4,437) for this open-plan school which in September, 1977, began the first stages of transition from primary (5-11) to First School (5-9). Roll 280.

London Fringe Allowance £180. Lodging allowance and removal expenses schemes in operation.

Forms and further details from District Education Officer, Education Offices, Alma Road, Windsor, SL4 3HH (S.A.E.).

Closing date 25 November.

BEXLEY
(London Borough)
ST. [illegible] R.C. PRIMARY SCHOOL
[illegible]
(Roll 2[illegible])

DEPUTY HEAD TEACHER required for this Group 4 Primary School. Appointment to commence Summer Term 1978 or earlier if possible. Would candidates please state special interests. Ability to teach P.E./Games would be an advantage. Preference will be given to Catholic teachers.

T.A.A. [illegible]. Assistance with removal expenses, legal fees and disturbance allowance can be considered.

Application forms available from, and returnable to, Chief Education Officer for Schools (T.A.), Town Hall, Crayford, Kent. A S.A.E., foolscap, should be sent with the request for an application form. If acknowledgement is required, a further S.A.E. should be enclosed. No further communication will be made unless applicants are called for interview.

BRENT
(London Borough of)
OLDFIELD JUNIOR MIXED AND INFANTS' SCHOOL
Oldfield Road, N.W.10
(Roll 280)

Required from Summer term or earlier if possible, DEPUTY HEAD TEACHER (Group 5) for this Social Priority School reorganised in September. Applicants must have had successful junior class teaching experience in multi-ethnic schools. The successful candidate should be prepared to support the staff in developing and establishing programmes for basic skills and curriculum subjects, to develop after school club activities and encourage parental interest in the school.

Previous applicants need not re-apply.

London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

Application forms (S.A.E.) obtainable from Director of Education, P.O. Box No. 1, Chesterfield House, 9 Park Lane, Wembley, HA9 7RW, returnable to the Head of the school within 10 days.

BUCKINGHAMSHIRE
BEACONSFIELD CHILTERN DIVISION
IVER HEATH COUNTY MIDDLE SCHOOL
St. Margaret's Close, Iver, SL0 0DA
Head: Mr A. L. Willetts
(Roll 240 boys and girls)

Applications are invited from suitably qualified and experienced TEACHERS for the DEPUTY HEADSHIP of this Group 4 Middle School for children aged eight to 12. The post will be vacant at the beginning of the Summer Term 1978.

London Fringe Area allowance of £150 per annum payable in addition to Burnham salary. Removal expenses (up to £750) payable in approved cases.

Further details and application forms available on receipt of S.A.E. from the Head, to whom applications should be returned by 9th December 1977.

CAMBRIDGESHIRE
CAMBRIDGE AREA
[illegible] SCHOOL

Applications are invited for the post of DEPUTY HEAD TEACHER Group 4, vacant from Easter. 240 on roll.

Application forms and further details available from Senior Area Education Officer, Shire Hall, Cambridge, CB3 0AP (S.A.E., please), returnable by 30th November.

HUNTINGDON AREA
ONSLOW ST. JOHN C.E.(C) PRIMARY SCHOOL,
Sallowbush Road,
Huntingdon

Required for Easter, 1978, DEPUTY HEAD TEACHER (Group 5) capable of sharing the leadership of a school organised for cooperative curriculum planning. 270 on roll.

Application forms and further details from Senior Area Education Officer, Gazeley House, Huntingdon (S.A.E., please), returnable by 2nd December 1977.

CHESHIRE
COUNTY COUNCIL
ELLESMERE PORT & NESTON DISTRICT
NESTON, WOODFALL COUNTY JUNIOR SCHOOL
Woodfall Lane, Neston
(Group 6)

Required as soon as possible DEPUTY HEAD TEACHER. The person appointed should be able to demonstrate knowledge, experience and commitment in the field of Junior School education. Music an advantage.

For application forms and further details write to the District Education Officer, 4a Wellington Road, Ellesmere Port, South Wirral, Cheshire, to whom they should be returned by 2nd December, 1977.

CLWYD
COUNTY COUNCIL
ABERGELE ST. ELFOD JUNIOR C.P.
(360 pupils)
DEPUTY HEAD, Group 5
HAWARDEN INFANTS' C.P.
(150 pupils)
DEPUTY HEAD, Group 4

Application forms (in Welsh or English) may be obtained from the undersigned, to whom they should be returned by November 28th.

John Howard Davies, Director of Education, Shire Hall, Mold.

CUMBRIA
EDUCATION COMMITTEE
OUR LADY'S R.C. (AIDED) PRIMARY SCHOOL
Dalton-in-Furness
(Group 5 · 4-11 mixed · Roll [illegible])

DEPUTY HEAD required from 1st May, 1978, or earlier if possible.

Application forms available from the Assistant Director of Education, John Whinnerah Institute, Abbey Road, Barrow-in-Furness, to whom completed forms should be returned by 2nd December, 1977.

DEVON
EXETER REDHILLS COMBINED (five to 12 years) SCHOOL
(Roll: 560)

Applications are invited from suitably qualified persons for the post of SECOND MASTER/MISTRESS, Group 7. Wide teaching experience essential and though initially required to serve with the 11 to 12 year age group, an ability to teach throughout the school is desirable. Cooperative teaching and outlook. Vacancy arises due to promotion. Re-advertisement. Previous applicants who wish to be reconsidered should contact the Headmaster.

The successful applicant will be expected to take up the appointment in April, 1978.

Application forms and further details (S.A.E., please) from Headmaster, Redhills Combined School, Landhayes Road, Exeter, returnable by 29th November, 1977.

DEVON
EXMOUTH EXETER ROAD COUNTY JUNIOR SCHOOL
(Roll: 214)

Applications are invited from suitably qualified persons for the post of DEPUTY HEAD TEACHER Group 5 (£4,245 to £5,334). Re-advertisement. Previous applicants who wish to be re-considered should contact the Headmaster.

The successful applicant will be expected to take up the appointment in April 1978.

Application forms and further particulars (S.A.E., please) from Headmaster, Exeter Road County Junior School, Exmouth, returnable by 29th November 1977.

DEVON
PLYMPTON ST MARY'S C.E. INFANTS SCHOOL
Market Road, Plympton
(Group 4)
Re-advertisement

Applications are invited from suitably qualified TEACHERS for the DEPUTY HEAD TEACHER Group 4 Infants. Applicants will be reconsidered. Ability [illegible] an advantage.

Application forms [illegible] stamped addressed [illegible] Headmistress returnable in 14 days of this advertisement.

EAST SUSSEX
TELSCOMBE CLIFFS C.P. SCHOOL,

Required from April 1978 HEAD for this Group [illegible] Mixed and Infants School. [illegible] person sought [illegible] offer basic skills but [illegible] modern approach.

Relocation grant in approved cases.

Application forms from [illegible] Education Officer, Eastbourne Area Education Office, Eastbourne [illegible] foolscap S.A.E. [illegible] whom completed forms [illegible] returned by 9th December.

ESSEX
COLD NORTON COUNTY PRIMARY
(Roll 95)
St Stephens Road, Cold Norton, Chelmsford
Tel: Purleigh [illegible]

DEPUTY HEAD TEACHER

An experienced Infant teacher is required. The Head will be responsible for the organisation and control of work of two grouped infant classes [illegible] on she (he) will help [illegible] [illegible] and develop reading [illegible] whole school. Applicants preferably offer [illegible] musical or athletic [illegible] supplement existing [illegible].

Application forms [illegible] able from the school [illegible] of foolscap S.A.E. [illegible] turned to the Head [illegible] soon as possible.

MAYLAND AND ALTHORNE C.P. SCHOOL
(Roll 230 plus)
Group 4
Southminster Road, Mayland, Chelmsford
Tel: Maldon [illegible]

DEPUTY HEAD

Required for April 1978. Interest in [illegible] of drama would be an [illegible].

HAMPSHIRE
KNIGHTS ENHAM INFANT SCHOOL
King Arthurs Way, Andover

Required for 10th April 1978, or as soon as possible, DEPUTY HEAD TEACHER. Written application [illegible].

HAMPSHIRE
ST. PATRICK'S R.C. [illegible] SCHOOL
Avenue Road, Farnborough
(Number on roll [illegible])

Required for [illegible] DEPUTY HEAD [illegible].

Closing date 2 December 1977. Letter of application [illegible] two professional referees to [illegible] Teacher with S.A.E. [illegible].

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
[illegible] JUNIOR SCHOOL
(Roll [illegible])
[illegible] Crescent, off Airfield Way, Hornchurch RM12 [illegible]

Required Summer Term 1978 DEPUTY HEAD TEACHER [illegible] Group 5 [illegible].

There is a scheme for [illegible] expenses.

Application forms and [illegible] details (S.A.E. [illegible]) from the Director of Educational Services, Mercury House, [illegible] Gardens, Romford RM1 3DR [illegible] returned by Monday, November 28th, 1977.

HERTFORDSHIRE
PARKGATE J.M. SCHOOL
Southwold Road, Watford
Head: Mr J. Gibson

Applications are invited for DEPUTY HEADSHIP Group 5 which will become vacant from Summer 1978. (£150 fringe allowance payable.)

Further particulars and forms available from the Divisional Education Officer, Little Cassiobury, Hempstead Road, Watford, returned as soon as possible.

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
WRAWBY C.E. SCHOOL
Wrawby, near Brigg
Headmaster: P. Edlington
(Roll 100)

DEPUTY HEAD TEACHER required for April 1978. An experienced teacher with the ability to [illegible] the Lower School (five to [illegible] year-old pupils) is required [illegible] semi-open-plan [illegible]. Ability to assist with [illegible] out-of-school activities in the [illegible] School (eight to 11-year-old [illegible]) an advantage.

Application forms obtainable from the Divisional Education Officer, Civic Centre, Scunthorpe (S.A.E.), to be returned by [illegible] November 1977.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

GRAVESHAM DIVISION

ST. JOHN'S R.C. JUNIOR SCHOOL
Rochester Road, Gravesend
(Roll 425)

Required. DEPUTY HEAD TEACHER (Group 5) for Easter [illegible]. (Re-advertisement, previous applicants need not reapply.)

Applications to Canon E. [illegible] 102 Parrock Street, Gravesend.

SWALE DIVISION

GROVE PARK C.P. SCHOOL
Hilton Drive, Sittingbourne
(Roll 400) Group 5

DEPUTY HEAD TEACHER [illegible] from the Summer Term 1978 [illegible].

Application forms and particulars from the County Education Officer, [illegible] Avenue of Remembrance, Sittingbourne. Closing date 5th December, 1977.

SITTINGBOURNE THE OAKS INFANTS SCHOOL
Gore Court Road, Sittingbourne

DEPUTY HEAD TEACHER for this Group 5 school.

Application forms and particulars from the County Education Officer, [illegible] Avenue of Remembrance, Sittingbourne. Closing date 30th November, 1977.

THANET DIVISION

BIRCHINGTON C.E. JUNIOR (CONTROLLED) AND INFANTS' SCHOOL
(Group 6)
Park Lane, Birchington

DEPUTY HEAD TEACHER for April, 1978.

Application forms (S.A.E.) and further details from the Head [illegible].

CONTINUED ON PAGE

EXTRA
CHILDREN'S BOOKS

Conferences of birds and beasts

Stephen Corrin on animal folk tales

It has been suggested (by no less an authority than Sir Karl Popper) that what distinguishes human language from that of the animals is the ability to tell stories. The hen tells no stories to her chicks; there are no bedtime tales for lion cubs. Man, forever seeking to discover the mysteries of life and the universe, is constantly inventing stories in an effort to unravel those secrets which science has not yet revealed to him. He seems to have an inbuilt urge both to tell stories and to listen to them; it was this gift of narration that saved the life of Scheherezade and all the women of her realm.

But most of all Man longs to communicate with his non-human fellow-creatures. Those who talk to their pets (or even to their plants) are not all that far removed from those who in the past called upon the spirits of the trees to grant them their wishes. Nothing was *super*natural to our primitive ancestors for they hadn't yet discovered what *nature* was. In these collections (as in the folk-lore of all peoples) we *find* men talking to birds and beasts and assuming their shapes. Perhaps the bird (which seems to figure predominantly in these transmogrifications) symbolises man's ambition to aspire ever higher and higher. The helpless, free-flying bird, as it implores the hunter not to shoot, may also represent man's more naturally cruel aspect. Such stories were conceived when flying was as remote as travelling to the moon.

Mavis Micklethewaite's **Enchanted Birds** (Illustrated by Anne Mieke; Macdonald and Jane's £2.95) are sad, slow-moving and rather solemn tales and it is difficult to imagine the sort of child who would be other than politely interested—except, perhaps, for "The Bird of Mossad", surely one of the tallest bird stories ever. As with her other collection **The Miraculous Cow** (Illustrated by Maggie Scott), the prose is too explicit, leaving little to the imagination. The saints in these stories are most unsaintlike in their anger and in their drastic acts of retaliation. Local place names, like Helston in Cornwall and Llandilo in Wales, lend a touch of reality. Less real but not to be missed is a tantalising exchange between St Columba and a righteously indignant flounder.

Selected from the bird myths of countries as far apart as Hungary, Scotland, Russia, Denmark, Romania, Turkey and Bengal, **The Book of Magical Birds**, by Margaret Mayo (illustrated by Fiona French; Kaye and Ward £2.75), contains interesting variants of traditional favourites like the firebird legend (*Ohnivak*) and that other obliging fowl, *Fenist, the Bright Falcon*. Sadly, nearly all the tales provoke the reflection that the most universal human emotion is jealousy, not only between stepmother and step-child but between the closest of blood relatives. There is nothing to send the blood tingling in this collection. *The Bird of Truth*, for example, is a rambling Spanish tale with too many tedious incidentals. But perhaps what we adults consider as too facile or excessive magic is, for the child, to whom the world around is brand-new, enchanting food for his ever hungry imagination. The child's play, in which he is constructing and shaping his world, is almost exclusively pervaded by fantasy and is a parallel of the childhood of mankind from which primal source these tales spring.

The unflagging Ruth Manning-Sanders has come up with another exciting and varied anthology, in which her highly developed facility for narration comes ever nearer to perfection. Though **A Book of Kings and Queens** (Methuen £3.50) is dominated by stories from Slav sources there are some unusual contributions from Greece, Ireland, Pomerania and Madagascar. Not all her royals are human, by the way; they include a King Eagle and a Snake Queen.

Entirely different are the tales of the Ashanti peoples told with warmth and authority by Peggy Appiah, who has long been an active citizen of Ghana, in **Why the Hyena Does Not Care for Fish** (Deutsch £2.95). These people are born raconteurs, it seems, and nothing gives them greater pleasure than to spend their evenings vying with one another in telling these apothegmatic stories, all full of humour and practical good sense. Mrs Appiah has provided an informative introduction on the use of gold weights by the Akan inhabitants of Ghana and the Ivory Coast, while Joanna Stubbs has accompanied each tale with a detailed line drawing of the particular weight associated with it.

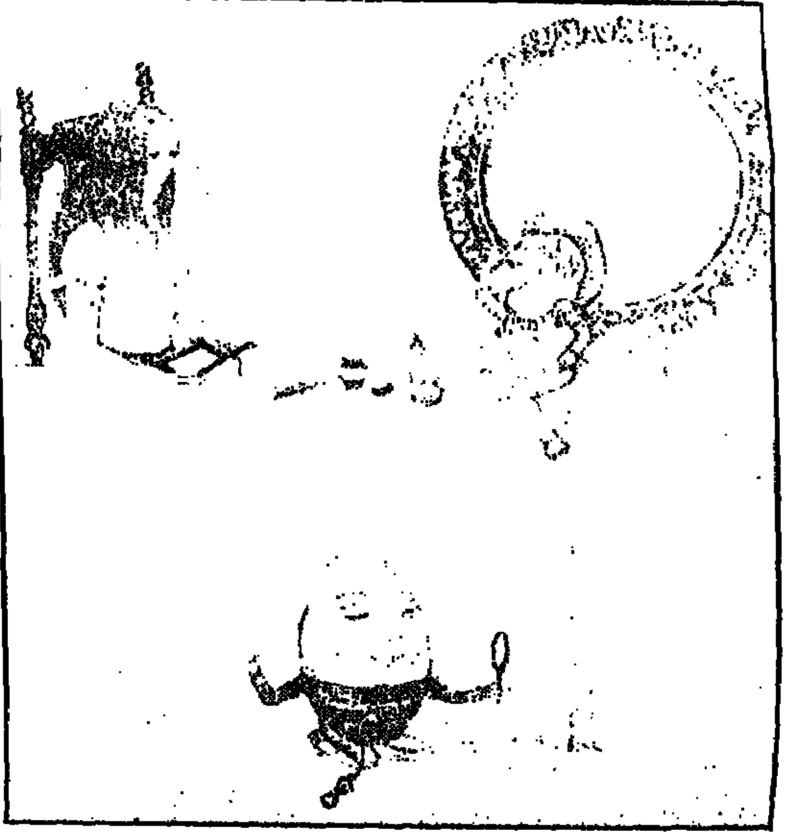
Also from Africa, but from a wider variety of nations, are the stories collected in **The Rain God's Daughter and other Tales** (Blackie £2.95) by the indefatigable Amabel Williams-Ellis. But despite her sociological annotations, these tales are for a very young age group and one can well picture them being told to an avid pre-literate audience.

Half A Kingdom by Ann McGovern (Warne £2.50) from Iceland, is a homely affair in which the poor peasant girl, Signy, rescues Prince Lini from the wicked trolls, and includes a chastening moral about wealth and poverty. Nola Langner provided the enchanting illustrations.

The Tale of Fancy Nancy, (Chatto and Windus £2.25) adapted by Marion Koenig with barely 450 words of text, tells of a vainglorious mouse who comes to a predictably sad end. Its great attraction lies in the fun and artistry of its full-page delicately coloured drawings by Klaus Ensikat.

Two picture stories from Indonesia and Borneo, **The Bird Hunter** which is ingenious and funny, and **The Dragon of Kinabalu**, which is rather sad, are the first of two titles in the promising Moongate Collection, of which the general editor is Eileen Colwell. I look forward to more in this series, which have stunningly vivid illustrations by Kwan Shan Hei and are retold in short, simple sentences by Chia Hearn Chek. (Macdonald and Jane's £1.95 each)

Two traditional versions of well-known Slav stories have recently appeared in large paperback editions. Copiously decorated with pre-Raphaelite style coloured pictures, **Vassilisa the Beautiful** and **Marya Morevna** (both retold by Irina Zheleznova and illustrated by I. Bilibin) are published by Central Books at 45p each.



"O frabjous day! Callooh! Callay!" Jane Breskin Zalben's cool but convoluted illustrations to "Lewis Carroll's Jabberwocky" are entirely in keeping with the world of "Through the Looking Glass". A beautiful if expensive way to encounter one of the best-loved poems in "Alice" (Frederick Warne £3.95.)

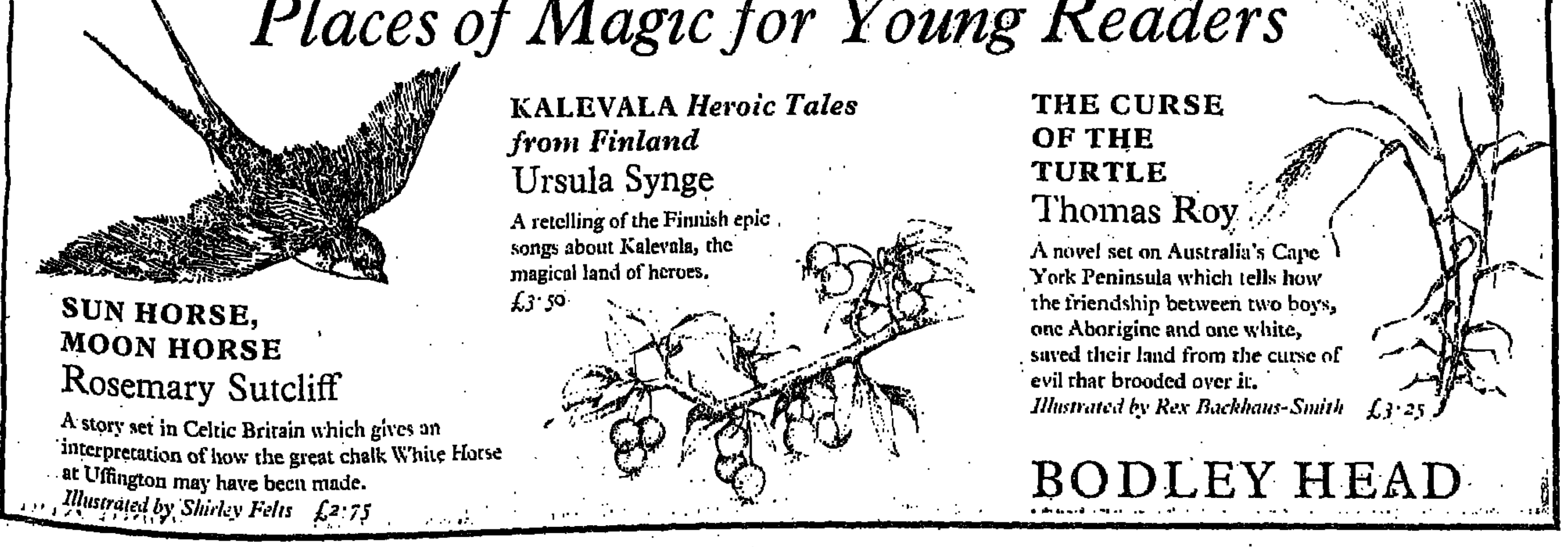
Dreamland

Lesley Lancaster

Fly by Night. By Randall Jarrell.
Bodley Head £2.25. 370 30017 3.

The passage of time lends an idealized glow to childhood: fact and fantasy blend together to create an image of wholeness and calm which defies reality. The late Randall Jarrell's *Fly by Night* traps this aura of sunlit perfection. His archetypal boy hero is able to float through the sky at night, observing but not participating in what is going on in the countryside below. A mother owl, a brooding and menacing figure, carries the boy off to her nest where she tells a bedtime tale to her owlet. This story within a story, told in well balanced blank verse, relates the fortunes of a lonely young owl who defies aggressive boys, dogs, rooks (and daylight) in order to rescue and eventually befriend an abandoned owlet.

Maurice Sendak conveys the mood of this dream world by means of delicate black and white illustrations in which the boy drifts, foetally naked, over a moonlit countryside, dotted with the forms of sleeping animals, where "nothing is its own colour". Simple language and paradoxically vivid imagery make the story accessible and attractive to young readers. This is a timeless world which is simultaneously safe and reassuring. Not all children will succumb to its spell, but those who do may well later make it part of their own childhood mythology.



Places of Magic for Young Readers

SUN HORSE, MOON HORSE
Rosemary Sutcliff
A story set in Celtic Britain which gives an interpretation of how the great chalk White Horse at Uffington may have been made.
Illustrated by Shirley Felts £2·75

KALEVALA ***Heroic Tales from Finland***
Ursula Synge
A retelling of the Finnish epic songs about Kalevala, the magical land of heroes.
£3·50

THE CURSE OF THE TURTLE
Thomas Roy
A novel set on Australia's Cape York Peninsula which tells how the friendship between two boys, one Aborigine and one white, saved their land from the curse of evil that brooded over it.
Illustrated by Rex Backhaus-Smith £3·25

BODLEY HEAD

EDWARD DE BONO's first book for children

The Case of the Disappearing Elephant

Illustrated by GEORGE CRAIG

To prove how much fun lateral thinking can be, the founder of the Cognitive Research Trust which has pioneered the direct teaching of thinking skills to over 2 million schoolchildren, has produced an intriguing detective story. As the plot of the elephant's disappearance unfolds the young detective team uncover clues, each of which alone can lead in a variety of directions, but which together build up to a surprising but inescapable conclusion. Children will enjoy the challenge of solving the puzzles and out-thinking the elephant thieves.

£3.50 Ages 9+ November 24

The Last Run and other stories

ARTHUR CATHERALL

Nine thrilling stories from a master storyteller whose world travels and wide experience give him invaluable material for authentic tales of adventure. From a runaway train to a Norwegian whaling ship to a man-eating crocodile terrorizing an Indian village.

£3.50 Ages 9+ November 24

Nonstop Nonsense

MARGARET MAHY and QUENTIN BLAKE

Illustrated in black and white

Two brilliant humorists have combined to present a zany collection of stories, verse and pictures to delight the young.

£3.50 Ages 7-9 November 24

Lucy, Edward's Daughter

PHILIPPE DUMAS

Lucy's flagrant disobedience leads her to Paris with her human friend Louis. Her adventures cause Edward considerable anxiety. However, he manages to save his errant daughter just in time from the clutches of the donkey showman.

£1.95 Ages 5-8 November 24

Dent

Ladybirds

Road Sense is a book with a most important message. It is one of the first books on road safety available to the general public, teaching and emphasising safety factors in relation to traffic hazard.

Teachers, parents and children will all find this a novel and interesting way to make sure children are traffic conscious and therefore safe.

Price

24p

This book has the approval of *The Royal Society for the Prevention of Accidents.*

Ladybird Books Ltd Loughborough Leics.

Buns and comforters

Virginia Makins on picture books

Thank goodness for Shirley Hughes. In the piles of whimsical, storyless books for young children that roll off the stocks, her books strike a blow for life.

Dogger (Bodley Head £2.50) manages to be firmly rooted in the ordinary world of homes and streets and schools and everyday parents' and children's lives—and tense and exciting for young children. Tension and excitement are qualities notably lacking in most books produced for infants.

Dogger is the cuddly comforter of a boy called Dave. Dogger gets lost, and nearly sold, at the primary school fair. The timely and unselfish intervention of Dave's school-age sister saves the day ("Then Bella did something *very kind* . . ."). Shirley Hughes's pictures are, as always, careful, expressive and full of detail.

There's not much story, or tension, in Sylvia Caveney's two little Zip books—but it doesn't matter: here is another author who knows what children are like, and what they like. **Little Zip's Dressing-up Book** (Pelham Books £2.50) takes Zip and his long-suffering cat Podger through an intensive day's dressing up—as fireman, bus conductor, doctor, and so on.

There's an excellent beginning which will particularly please any child at the two-feet-in-one-trouser-leg stage of getting dressed, when Zip puts on his own clothes. It's all done in semi-cartoon style, and illustrated by Simon Stern (of Captain Ketchup).

Little Zip's Zoo Counting Book by the same team (also £2.50) is just as good. Counting books can be a particularly fey genre (see below), but this one is a welcome exception. It's about buns, Zip's rambling tale of an imaginary trip to the zoo, and simple subtraction from 10, and for once, with a counting book, you get value for money.

Eve Rice, in very different style, also keeps close to life, and gives children stories they can relate to. **Ebbie** (Bodley Head £1.75) tells how a boy makes his family stop using a pet name he hates. Eve Rice does nice simple drawings with funny details.

Her **What Sadie Sang** (Bodley Head £1.75) is about a toddler in a pushchair, who sings on her walk. It is attractively lifelike for mothers, and young children with toddlers around might enjoy it—but the story could well be lost on children who cannot remember life in pushchairs.

There are very few books for the pushchair brigade themselves—apart from the Ladybird style picture recognition books. Frederick Warne have reprinted **Teddy Bear Coalman** by Phoebe and Selby Worthington (£1.95).

Thirty years later, coalmen with horses are rare sights. But the pictures have dated well, and this simple repetitive story still works with very young children.

Mercer Mayer is clearly a disciple of Maurice Sendak and attempts to conjure fantasy out of a convincing everyday world—but he lacks Sendak's sure and brilliant touch. **You're the Scaredy-Cat** (World's Work £2.70) is about an older boy trying to scare his younger brother with a monster story, and ending up giving himself nightmares.

The monster is charming (in a suitably frightening way (Sendak again), and children who see the point might like it and find it funny.

Most children would probably prefer good old Gumdrop, Val Biro's vintage car who has straightforward adventures. In **Gumdrop has a Birthday** (Hodder and Stoughton £2.80) Gumdrop has a terrible time going shopping, losing all kinds of vital parts—but the neighbours who hitched a lift to the shops come up trumps on his birthday.

Sendak himself pulls monsters off effortlessly in a little counting book, **Seven Little Monsters** (Bodley Head £1.95). "Seven monsters in a row, making trouble. There they go." No realism here—just enjoyable imagination backed by very funny crayon drawings. The whole book is repeated at the end in a long narrow pull-out frieze that could go on a classroom wall or over a bed.

Counting books are all very well, but I find publishers' and illustrators' fascination with **One Old Oxford Ox** inexplicable. Now there is yet another version illustrated by **Nicola Bayley** (Jonathan Cape £2.50). Some people will love Bayley's beautiful illuminations ("She'd make the telephone directory look pretty", as a colleague said). Children of various ages I have tried it on have been politely uninterested in the old alliterative text ("Seven Severn Salmon Swallowing Shrimps").

Edward Lear's An Alphabet is another matter — his no (Jammy Mammy Clammy Je Sweety-Swammy Jar of Jam) s to go down as well as ever, to lead children into the s word play they most enjoy. Bu Sampson's pictures for it in newest version (World's W £2.50) are original and fun.

Jan Pienkowski's Puss in B

But it is sad that, for all t immense effort that goes into production of young childre books, the results are often so u satisfactory. Luckily, there a always old favourites to fall b on.

Hodder and Stoughton have j published four slim little "bo books" at 25p each—Five **Nursery Rhymes**, Sleeping Beau, Cinderella and **Peter Pan**. The te and pictures are not wonderful, bu they are perfectly all right; the books are a good size for children to handle, and good value, too.

Exactly the same could be sa of Jenny Williams's First, Second Third and Fourth Fairy Sto **Books** (Collins Colour Cubs, each). But Jan Pienkowski's set of six pocket-sized fairy stor (Heinemann: Gallery Five, each) is in another league, beau fully produced, printed and illus trated (see picture from Puss i Boots above). The others are goo cheap, serviceable, nursery fare these are books to treasure.

Comic horrors

Myra Barrs on junior adventure

It's too Frightening for Me! Written and drawn by Shirley Hughes. Hodder and Stoughton £1.95. 340 21656 5.

Follow that Bus! By Pat Hutchins. Illustrated by Laurence Hutchins. Bodley Head £2.75. 370 30055 6.

Jeremiah in the Dark Woods. By Janet and Allan Ahlberg. Kestrel Books £2.75. 7226 5357 3.

All of these books have stories that are chock-full of incident; there is plenty going on. But adventure books must make us want to know what happens next, and keeping up a certain level of action is not always enough to ensure that something is actually felt to be happening. Trollope's rule—that a writer beginning a novel should be doing so because he has a story to tell, not because he has to tell a story—is as good a test for children's fiction as it is for adults'. No amount of incident can conceal a writer thumping through a routine plot.

Aimed squarely at the junior school age group, each of the three books is in some sense a branching out. Two of them are by author-illustrators writing for an older age group than that for which their best-known work has been done, while the third is an excursion into completely new fictional territory by a husband and wife author and illustrator. As well as being action-packed, these are picture-packed books.

Shirley Hughes's *It's Too Frightening for Me!* begins with a touch of the Gothic horrors. What is the secret of Hardlock House; what are the wailings that Jim and Arthur hear when they creep up the drive; whose is the face at the window? All these troubling questions are soon resolved in a down-to-earth fashion; the two boys make friends with Mary and her granny, caretakers at Hardlock House, and in the second part of the book help to unmask the fake Captain Grimthorpe who is passing himself off as the owner of the house. As a picture book for older children this is an ambitious but slightly uneasy production. Designed to help the narrative, the pictures tend, on the whole, to interrupt it. They are meant to have a key function, to supplement a rather slim story and to help build up the atmosphere. But Shirley Hughes's very detailed and naturalistic style of drawing does not altogether fit the jokey tone of her story: the speech balloons in some of the pictures seem positively out of place, while the placing of the pictures often makes for a rather hiccuping progess through the text.

Follow that Bus! is dedicated to the members of a real class in a Hampstead primary school who also star in this cops-and-robbers adventure story. The school bus gets involved in a crash with the bank robbers' getaway car and then in a cross-country chase after the London bus that the robbers have commandeered. The cast includes an absent-minded school teacher, a half-witted village policeman, robbers with broken noses and cauliflower ears, and the resourceful Class 6. It is all fairly undemanding, fast-moving, knockabout stuff, well illustrated with lively pen and ink cartoons by Laurence Hutchins.

Janet and Allan Ahlberg follow their comic-style adventures of th Brick Street Boys with a fanta that is a sort of nostalgia trip int storybook land. The epigraph fro Krazy Kat Comic, "There are n days like the good old days", intro duces the story of Jeremia Obadiah Jackenory Jones, who se out through the Dark Wood to fin the no-good robber who has stole his grandma's tarts, plate and all from the windowsill of her ginger bread house.

On his quest he encounters thre bears, a frog prince, the Mad Hatter, an insinuating crocodile that and several other characters includ ing a dinosaur who speaks i accents strongly *reminiscent* of W. C. Fields, and *five Runyonesque* gorillas. His *journey* takes him through a delightful landscape beyond the Dark Woods, over the river into an ornamental garden past the Brickworks and the Botanical Gardens and "the place where giant beanstalks grow up into the sky". And finally the myster is solved—even down to the ques tion of what the robber did with the plate:

"I kept it," Goldilocks said. "Only then I had to throw it at those bears—they were going to eat me!"

"No, they only eat porridge," Jeremiah said.

"Well, I was more or less full of porridge at the time," Goldi locks said.

Nowhere in this splendidly eclec tale is there any sense of a force inventiveness. Janet Ahlberg's and colourful illustrations em the text without competing with This is a book by someone who ha a story to tell and who clear enjoys telling it.

Stranger than fact

Geoff Fox on adventure stories

The Mist Lizard. By Marc Alexander. Frederick Muller £3.50. 0 584 62054 3.

The Last Dawn. By Paul Berna. Angus and Robertson £3.20. 0 207 95707 X.

The Awakening Water. By G. R. Kesteven. Chatto and Windus £3.25. 0 7011 2229 3.

"'*I had a bit of trouble with a pterodactyl on the way but luckily it was a small one.*' The Professor touched a livid scar on his cheek." They *do* still write them like that, and *The Mist Lizard* is one of them. Starting on a sheep station in New Zealand, we hurtle through strange adventures at the top of mountains, inside mountains, under the Antarctic, back in time, forward in time, around Space, and end up at home in Harrow, tussling the while with prehistoric monsters, robots and—without giving too much away—*people from the future.*

Perhaps feeling this to be a little thin for 150 pages, the publishers urge that the book "contains a powerful warning of future disaster". The veracity of the dust-jacket, to be honest, is already suspect, since it muddles up Saturn and Jupiter; still, what's in a name? Mr Alexander has taken a saucerful of ingredients and whisked up a comic-strip of a space adventure; yet without the stylish strength of line of *Dan Dare* or the self-parody of *Dr Who.*

Readers might finish this book to see how the good guys win out, but they may also be irritated by the "instant" nature of much of the plot. Technology presses a button, and that's that, while children handle massive crises with the most perfunctory inner reactions. Young readers may enjoy headlong plots and optimistic endings, but they dismiss a story in which success is too easily won.

Paul Berna seems to have an eye carefully on his audience in *The Last Dawn.* Seven teenagers set off from a riding school near Amboise to trek 400 miles to a competition in the Cevennes. No sooner have they left than the comet Kyla, on a possible collision course for Earth, prompts the population of France to take to the roads in lawless panic. Undeterred, the group rides on and eventually holes up in a remote farm. The comet's passage precipitates a new Ice Age. The children struggle desperately for survival and determine to begin a new life among the desolation.

That's not the whole story, actually. Most of the clientele of the riding school were wealthy enough to go abroad for their holidays and the trek is seen as a cheap, rather boring, alternative. (*Really?*) This group is made up of losers; teenagers from broken homes or already marked down as failures.

Even their horses are second-rate. So we have the familiar group-on-a-difficult-journey formula (by *Guns of Navarone* out of *Lord of the Rings*) and how it makes a man or woman out of you, as the case may be. (And they *are* separate cases; boys explore while girls make the breakfast in France.) The children teach the grown-ups they meet some important truths, of course; the farm-owner, war-scarred Marc Peyrolles ("his tank had run over a mine and he had left half his face hanging on to the armour-plate of the turret") is amazed and refreshed by their discipline and resourcefulness, and finally dies contented among them.

Once the rent in the atmosphere has let through the ferocious cold — excellently described — Berna sweeps his reader along. Up to that point, logically minded children would often ask, with some justice, "Yes, but why didn't . . . ?" It may be the book's cross-channel trip which provokes the uneasiness: certainly something has been lost in a translation which produces wooden dialogue and this kind of contortion: "They . . . hung upon the calm and rational conversation coming from a mouth half hidden by hands linked across the forehead."

Neither *The Mist Lizard* nor *The Last Dawn* is made to seem plausible. By contrast, G. R. Kesteven's *The Awakening Water* will draw readers into its post-holocaust world absolutely: and listeners too, since the book would make an excellent daily serial for 11 to 13 year olds. The difference is that Kesteven's England in 2030 is entirely consistent within itself. Details of setting and of the characters' knowledge and actions fit together precisely; and upon them the excitement of the plot is firmly based. Walfard Nine John, the 13 year old hero, is an inmate of a House, a cog in the system of the Party, kept immune from a sharp awareness of life by the regular administration of tranquillizing drugs. He escapes, almost inadvertently, and finds refuge with a group of renegade teenagers. John's awakening to the keenness of everyday experience is fostered by his friend, Janet, and by the secretive life the group shares. In a deft and surprising conclusion, the prospect of striving for a new creation is offered to Janet and John. (Mr Kesteven may be indulging in a little teacherly mischief in naming his Adam and Eve after the archetypes of the infant school.) John learns to recognize the ambivalence of both people and experience: admirable ends in social engineering may require devious means.

In language and behaviour, the characters have an individuality and a vulnerability absent from the other books under review. Small incidents and personal tensions lock the reader into this plot. The novel trumpets no platitudes; but it is quietly on the side of relishing both the simplicity and the complexity of things.

In black and white

Naomi Mitchison

Roll of Thunder Hear My Cry. By Mildred Taylor. Gollancz £3.50. 575 02381 8.

The Curse of the Turtle. By Thomas Roy. Bodley Head £3.25. 370 30019 X.

Here are two very different books which run strangely parallel. In both the top-dog whites treat another racial group with contempt and worse, but the responses are totally different. *Roll of Thunder Hear My Cry* is an extremely moving story of life down on the Mississippi during the times of the depression—not so long ago. The memory is still fresh; if it were not Mildred Taylor could not have made it into such an outstandingly gripping narrative, seen through the eyes of school-girl Cassie, forced to live with injustice just because she and her family are black. There is the hideous shadow of violence everywhere, steadily rising to a fearful climax, with the mean whites shoring up their power. Yet, behind it all, there is the possibility of justice slowly coming.

The people in the book are real, and so is the background, cotton and forest, mouth-watering food. Young people shouldn't find the southern American speech too difficult, though it would be best read aloud. It is particularly interesting that the black family, only three generations from slavery, are not poor share-croppers, but landowners and industrious farmers, clearly with a higher standard both of living and of intelligence than most of their white neighbours, yet they remain unaccepted—nor indeed could anyone want acceptance from this kind of white backswoods society. We readers begin to sympathize with Cassie and her brother from the first racial insult of the pile of old school readers, torn and dirty, cast-offs from richer white schools; we can't help feeling with her all the way.

The Curse of the Turtle is less emotional, probably easier for a 12-year-old—I would have been enthralled by it then—about the stock-farmer's son Jimmy and his friend Tajurra. The problem of relationships between white colonists and Australian aborigines is quite different from the American one. Black tribal people are despised, treated as inferior animals with minimal rights as people, though they are no longer poisoned or shot at sight. But they are not possible rivals, nor do they necessarily know that they are being insulted; it is simply that the incomers have peculiar habits and speech, that they kill easily and have certain kinds of power. But they have no Dream Time and are of course, vulnerable to the believed-in divinities. And the tribal people *do* know, bitterly, when their land has been taken, above all their sacred land.

The boy Jimmy is embarrassed and upset because his nice, ordinary father cannot take the trouble to call Tajurra and his family by their real names, but instead uses silly nicknames and feels that the Turtle people's camp from which he demands a work force in return for food, is full of inferior beings. Jimmy knows better and even after he goes away to school he comes back to friendship, apologising for accidental rudeness and accepting brotherhood. Clearly the author knows and is deeply in sympathy with the aborigines of the north, now anxious about uranium mining. He describes their actions and beliefs and with equal sympathy the loved Australian background of plants and animals.

The style is slightly old-fashioned, but that is appropriate enough as it is told in the first person by a country boy. I think he made a mistake in the language he puts into the mouth of the old man Tirkalla, who would probably have spoken "Bible English", impressively enough. But that is a small blemish on a good book, which will lead on to a closer and more aware view of Australians, their problems and how they may yet be solved.

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Oxford University Press

No laughing matter

Audrey Laski on fiction for young adults

I Am the Cheese. By Robert Cormier.
Victor Gollancz £3.20. 575 02373 4.

Year King. By Penelope Farmer.
Chatto and Windus £3.50. 7011 2231 5.

A Candle for Saint Antony. By Eleanor Spence.
Oxford University Press £2.95. 19 271415 5.

The Reunion. By Joan Lingard.
Hamish Hamilton £3.25. 241 89753 X.

So few concessions are now made to the *adolescent* reader that I keep wondering why novels should be specially written for such readers at all; only the fact that the central characters are in their teens differentiate these painful and difficult narratives from straight adult novels, and there seems no reason to suppose that adolescents are interested only in their own age group.

Until recently one mark of the novel for young adults that distinguished it from some adult novels was that the narrative mode was straightforward. Alan Garner was probably the pioneer in breaking this barrier; now *I Am the Cheese*, as if it were a *nouvelle vague* text, alternates a first-person present tense account of an alarming cycle ride across New England with a series of tape-recorded interviews between a boy, whom one may assume is the same as the cyclist, and someone who may be a psychiatrist; sometimes the boy's memories, in the third person, interrupt this colloquy.

Through this complex, and indeed irritating, pattern of narration, a grim story of fear, repression and betrayal establishes itself; the ending, in which one is almost simultaneously confronted with the extent of the boy's insanity and the deadly truth at its root, is entirely bleak: another way in which this novel makes no concessions to tender sensibil'ties. What worries me about this book, which admittedly grips intensely once one has come to terms with its matter, is that it could possibly do real harm to a disturbed adolescent, since it communicates all too effectively the paranoid fear that a psychiatric questioner may be an enemy—and then shows that it is true.

The intense and explicit sexuality of Penelope Farmer's *Year King* is unlikely to do any harm to its readers, though it may well startle some parents. This novel narrates more directly than *I Am the Cheese*, but still requires considerable alertness from the reader, since its hero, Lan, keeps finding his mind trapped in the body of his early hated twin Lew. Moreover, there are hints, as in the title, of mythic undertones to a story which has plenty of surface event and contemporary relevance, and I am far from sure that I have traced all the threads.

The two brothers, having both failed in their atempts at psychic murder, resolve their antagonism in a visit to the underworld; the Somerset earth is mother and mistress; images of rock and water, the elementals, perpetually recur. But the roles of grim Arthur and of the traditional hobby horse were obscure to me; I felt I was missing things; and in the end the very density of reference and suggestion seemed self-defeating. Lan's predicament, as the officially inadequate brother, is well and warmly realized, but too much mythic weight is put on a relationship which is fascinating

own right.

In *A Candle for Sa* it is the central relation breaks new ground in cent novel. Justin, the boy, and Rudolph, the begin in hostility and a declaration of love, and turns on Justin's inability with a relationship whose and whose unthinkability peers are perhaps equal his retreat. It seems a Eleanor Spence made Rud clare so positively, "It the way you thought would be", of the oth sexual jeering, as if at moment she had become of making a wholehearted of homosexual love; everyt had written to that point plied a relationship which wholesome but certainly passionate; the denial is and not convincing. What vincing is the constant between the childishness ity of 16-year-old boys Eleanor Spence catches well.

After all these inten difficulties, *The Reunion* relief and disappointme fourth story about Maggie is engaging, like everyth Lingard writes, but Maggie affair, and the scrapes she as an *au pair* in Canada belong to an earlier age for young people, when passions and prose were tially simple and on the surfa may well be that *The Reuni* give more pleasure than the three, but the contrast Lingard to be writing the level of seriousness lent Irish novels attained.

Born free

Fred Urquhart on animal stories

Foxes Three. By Molly and John Burkett.
Andre Deutsch £2.95. 233 96905 5.

The Badgers of Summercombe. By Ewan Clarkson.
Hutchinson £3.95. 09 129920 9.

What would be your reaction if a pupil, often late, said "I had to help Mum rescue Mrs Nicholson from a swan, sir", or "Mum and I had to chase a fox up the laurel hedge, sir".

John Burkett's headmaster knew these excuses were valid. He knew that John's Mum, Molly, and his Dad run the Wildlife Rehabilitation Centre in Lincolnshire.

When John and his sister were younger, three abandoned fox cubs were brought to the Centre. They resembled small mongrel puppies, totally unlike the magnificent dog fox John had often dreamt of rearing. However, after the first disappointment, he grew to love the cubs, and with the family's boisterous spaniel acting as "mother", the Burketts reared the cubs and learned in the process a great many hard facts about the vulpine breed.

The cubs grew into lovable bundles of mischief, especially Jenny, the smallest. The others were given away, but she was raised to maturity, turning into an affectionate creature, fond of clockwork toys and dogs. This love of dogs became rather a liability, though, when at last she was set "free" and returned to the wild. "If you hear of a fox that climbs a tree and watches the hunt go by beneath her on Tuesdays and Fridays you can be sure that is Jenny. As Mum said, she had enough practice climbing about the linen cupboard when she was young."

This very sensible book is clear, concise and knowledgeable and the illustrations by Julie Stiles are as charming as the three cubs.

While *Foxes Three* conta ing that is irrelevant to its *The Badgers of Summercombe* digress quite a lot. Some descriptions are so overdone they may bore younger reade this respect, the book could benefited by brisk editing. O other hand, many of Ewan C son's sidelights are highly in ing and informative about rabbits ("true opportuni ers"), the coarse fishing hedgehogs and the vole pop which, if not kept down by and others, would multiply a sume all in front of it.

Although rarely seen, ba have been inhabitants of Br since before the Ice Age. The at Summercombe have inh their earth, or sett, for cen but all have died out except Borun. His adventures bef finds a mate are full of livel dents and should entertai enlighten adults as well as chil David Murray's pleasing black white illustrations strike just right note.

TES SPECIAL INSETS 1978

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Little Grey Rabbit and her friends Moldy Warp the mole, Fuzzypeg the hedgehog, Wise Owl, Squirrel and Hare appear in "Little Grey Rabbit's Storybook", a new collection of six tales published earlier in the month. Alison Uttley's clearly defined characters, rural descriptions and brisk conversations wear very well although modern children might find some of the sentiment rather cloying. "Little Grey Rabbit's Storybook" is superbly illustrated with original Margaret Tempest watercolours on almost every page. It costs £1.50 and is published by Collins.

Drear new hero

Geoff Fox

Fungus the Bogeyman. By Raymond Briggs.
Hamish Hamilton £2.75. 241 89553 7.

Willy the Kid. By Leo Baxendale.
Gerald Duckworth £1.00. 7156 1201 7.

Fungus the Bogeyman may well turn out to be the most controversial picture book of the year; but not because the Whitehouse band may beat a few drums about the *preoccupation* with ooze, ordure, stenches, boils, umbilical cords, triple nipples and other matter so dubious as to be censored off the page.

Raymond Briggs's Father Christmas books had explorable pictures, a crisply witty text and a cheery vulgarity which invited the young reader to enjoy very funny and very clear stories; if grown-ups were youthful and sane enough to join in, they were welcome too. The story of *Fungus the Bogeyman* is little more than a thread we follow through the underworld which is Bogeydom. Here live Fungus, his wife Mildew, little Mould and the whole bogey community, relishing the "fetid darkness", dirt, slime and smells; a gentle, attractive folk, delighting in aimless games, tranquil hobbies, much sustained by half-memorized verse. The "plot" traces Fungus's increasing puzzlement about the point of his nightly work—to come up to our world ("the surface") and play bogeyman to us, "the drycleaners".

The puns, comic inversions and minutiae of the dank green realm below our feet should be of immediate appeal to many children: "Popsomuck gets teeth really black", "Flaked Corns" and "Gripe Nits" for breakfast, cats called Mucus and Pus. But the lim plot and the large areas of planatory text — no matter how ngenious the layout to the adult ye — may not retain the interest of many children of picturebook gh throughout this 40-page introduction to bogey culture.

Even the humour — brilliant and inventive if you dip here and there about the book—may seem intrusive to a child who likes to get on with the story. Much of the parody and wit depends upon allusions to an adult, even a literary, world; and the vocabulary may prove impenetrable rather than extending ("Bogey Graffiti: this is never scatological. It almost always consists of platitudes or grave philosophical statements").

Yet the basic idea *is* very engaging. Those who become addicted to Bogeydom—probably bright and reflective children whose parents share their books with them—will love to return to different pictures and notes, master the bogey language, and even make up Fungus stories for themselves.

Willy the Kid (Book 2) will be read less openly by adults. It's a quickfire collection of cartoon strips, double-spread pictures and short stories, punctuated by one-line gags, knock-knock jokes, games, puzzles and asides when the author (or his hero, Willy) chats with his reader in odd corners. There is a mad inventor called Dr Krankenstein, a page about Snow Bite and the Seven Vampires, a splattering of exclamatory SQUELCHES, SPROINGGNNGS and RAARS, emitted by characters who might have escaped from a hall of distorting mirrors; and a reworking of the Twelve Days of Christmas in which, on the Thirteenth Day, the True Love is delivered hung from the pear tree by an exhausted but cackling postman.

The presentation is that of the weekly comic—cheap paper, with only blue wash relieving the black and white drawings. This text *is* scatological and contemporary in the junior-school manner, including references to Starsky (a dragon), Kojak (Willy's dog) and using "bionic" as a multi-purpose adjective; yet there is also the whizzbang energy and conventions of that timeless world inhabited by characters like The Bash Street Kids, Little Plum and The Banana Bunch, all earlier brainchildren of Willy's creator, Leo Baxendale MBE ("Muncher of Boiled Earwigs").

Pearls

The Iguana's Tail. By Philip Sherlock. Deutsch £2.25.

Pictures in the Cave. By George Mackay Brown. Chatto and Windus £3.25.

The Shadow-Cage. By Philippa Pearce. Kestrel £2.75.

The Iguana's Tail is a mixture of the *Just-So Stories* and *The Canterbury Tales*. An assorted group of Caribbean animals sets out in search of water one dry summer and each tells a story on the way. Two might be renamed "How the Pelican got his Beak" and "How the Tortoise got his Shell". Some of the stories are common to many cultures, like that of the Donkey who races the Toad and loses because he does not realize there is a different member of Toad's family at every milestone. Each story is threaded to the next by the connecting saga of little Iguana and her fear of the Tiger who travels ever closer to her on the journey. But Tiger is routed, in accordance with the tradition which put down Shere Khan, a tradition which hides Blake's fearful creature under a cover of derision. Philip Sherlock tells the stories simply and comfortably.

Philippa Pearce's new collection of ghost stories, *The Shadow-Cage*, takes on a difficult task. The stories are genuinely frightening, investing nice safe familiar things like grandmothers and vegetables with the unspeakable. But because she writes them for children, she talks each one down into the daylight again, not leaving it on a sinister peak. There is one exception, *The Running Companion*, which makes no concessions to a younger audience. Mr Adamson—the name is significant—murders his brother and is pursued by a nameless fury of his own. And (delicious shudder) he is caught! But in all the other stories, we wake from the nightmare in time and have the bad dream interpreted for us.

Some of the revenants are very moral, like the late vegetable-grower who frightens his successor away from wasted hours in front of the television set and out into the garden. Others, as in the title story, are motiveless malignants. It's a fine collection, with an assured M. R. Jamesian touch, and in Janet Archer Kestrel have found an illustrator with a rare talent for subtle, frightening pictures.

Ghosts of the past are to be found in George Mackay Brown's *Pictures in the Cave*. He has used the cave in the Bay of Seals to link stories from before the Viking invasions to some time in the future when "geologists had discovered some valuable unspecified mineral in the north-west corner of the island. . . . Now there was an urgent plan afoot—in the interests it was said of the national prosperity, or even survival—to exploit this treasure". One need not look far afield for some of Mr Mackay Brown's inspiration. One of the stories is familiar—Robert the Bruce's spider teaches him his lesson in the cave—but for the most part the tradition is in the telling. George Mackay Brown is a master of language; scavenge anywhere among the sea-litter of these stories and you light upon treasures. Sigurd, late for school and dreading the "poetry-torture", "puts on desolation with his shirt and trousers." A pearl found in an oyster by another island boy is a "little heavy mysterious moon". But it is the islanders and the island one remembers, gossips and dreamers, fishers and farmers, the inhospitable earth and the too-welcoming sea.

Mary Hoffman

Story and teller

Edward Blishen on Roald Dahl

The Wonderful Story of Henry Sugar and six more
By Roald Dahl
Cape £3.50. 224 01547 8.

If I were teaching now, I'd be glad of Roald Dahl's new book as a primary document in a course of short story writing. (Snort from Mr Dahl But wait!) He is not just someone whose tales hang about in the mind, being founded on memorable quirks of narrative: he is also frank, even aggressive, about the act of writing itself. He steps out of the shadows twice in this new collection and takes a bow (but it's much more of a busy nod) in his own person. It reminds one of the almost abandoned tradition of short story writing in which the storyteller was given to candid, or candid-seeming, disclosures of the connexion between actual experience and narrative invention.

An example here is the story Mr Dahl wrote, 30 years ago, about the discovery of the Mildenhall treasure. He tells us how he collected his material (he went to see the innocent true finder of the treasure, and the much less innocent man who tried to hang on to it), and he prints the story he wrote for an American magazine.

Fascinatingly, it is a Roald Dahl story: that is to say, if it had not been true he might have invented it. (How I would like to talk with a class about all that! What do writers do to the world when they turn it into material for short stories? Can you imagine that the same facts might have formed the basis for quite another story? Be honest!—how would *you* have written it?) Dahl puts his strong stamp on things—and he does that with all seven stories in this book. Only once did there seem to be a sudden hole in his fiction: when a character in the title story, his face and head bandaged, apart from his nose, still manages to speak.

In "Lucky Break: How I became a Writer", Mr Dahl describes a cruel schooling at the hands of at least one who, in a rather famous way, should have known better. Interesting to discuss, as anyone who has enjoyed Mr Dahl would be driven to discuss, how that experience might lie at the root of much of his fiction—especially his invention of cruel fates for the cruel.

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Packaged knowledge

Marion Glastonbury on encyclopedias

Bertrand Russell used to say that Aldous Huxley read nothing but the Encyclopedia Britannica. Friends could tell from his conversation which volume he had reached. At breakfast he would talk about the Himalayas and at lunch time about the Hippocratic Oath.

In a recent correspondence duel between theatre critics, *The Observer*'s man accused his *Guardian* colleague of reading encyclopedias, adding, below the belt: "No harm. We all do it."

These remarks illustrate the uncertain status of encyclopedias in the life of the mind. Intended to be sublime, do they now verge on the ridiculous? Pioneered two centuries ago by "a Society of Gentlemen", their reputation seems to have slid downmarket to be peddled by salesmen on commission from door to door.

The early French encyclopedists sought to give a rational explanation of the universe which challenged the claim of the Church to have cornered the truth — a revolutionary move which got publication prohibited on two occasions. Subsequent British attempts to encompass the arts and sciences, and later history and biography, seem to have been prompted by a quasi-democratic impulse. To set down what is known from A to Z and make it accessible to anyone who can read marks a departure from the sovereignty of official savants, whose prerogative had been to embody learning and to impress the laity:

> I am the Master of this College.
> What I don't know isn't Knowledge.

The conviction that knowledge is, or could be, power was shared equally by members of the aspiring class and those who viewed the spread of literacy with misgivings. To the Romantics, didactic books for the young were engines that crushed imagination and fettered the spirit. Charles Lamb lamented the decline of "that beautiful interest in wild tales" and the vogue for self-important acquisition of facts and definitions:

> Knowledge must come to a child in the shape of knowledge and his empty noddle must be turned with conceit of his own powers when he has learned that a horse is an animal and Billy is better than a horse and such like.

The definition to end all definitions of a horse was given in Dickens's *Hard Times* by the model pupil, Bitzer, who exemplifies the smug precocity that Lamb deplored. For the rest of the class, the process of "infinite grinding at the mill of knowledge . . . as per tabular statements A to Z" could hardly be said to encourage pride. On the contrary, its daunting authority helped to prepare them for their destiny as future Hands of Coketown.

The resolve to educate our masters by universal school attendance meant that the imperial gallons of facts poured into them in the interests of National Prosperity were always mixed with plenty of moral exhortation. Gladstone himself believed that "the higher instruments of human cultivation are also guarantees of public order." So, secularized by science in the eighteenth-century, disciplined by facts in the nineteenth, truth-seekers continue in our own day to be uplifted in edifying instalments. At the turn of the century, Arthur Mee began work on Harmsworth's Self-Educator, and thereafter wrote a million words a year on England's Mission in every field under the sun. Sarah Ward recalls "vigorous and self-satisfied articles about cable-laying, dam-building, the amount of meat taken on board the Lusitania, which all somehow proved that we Britons had the universe well under control and that good drains and the District Officer would cure anything."

This sort of nutritious fare enabled Hugh Pollock to introduce Newnes Pictorial Knowledge in 1925 as a rite de passage for future citizens:

> When you come to the end of your Wonderland and have discovered all its secrets—which will not be until you have quite grown up—you will be ready to take your place among the men and women who do the worthwhile things in the world.

(Pollock had recently married his assistant editor, Enid Blyton, whose nature notes, while not conventionally informative about the birds and the bees, are distinctly anthropomorphic:—"The drone, the queen's lazy husband . . . loafs through life but pays in the end by being turned out to freeze or starve at the end of the summer.")

Encyclopedias apparently won acceptance as mental vitamins, which if taken regularly would guarantee moral and intellectual health. As recently as 1966, the Caxton New World Library promised purchasers that their offspring would "repay you by growing into a pure and refined child who will be the delight of all". This astonishing claim seems to presuppose a gullible and unsophisticated readership whose trust in the Word matches their lack of familiarity with it. Encyclopedias have suffered in esteem from their own popular success. They offer books to furnish a room, an all-purpose cultural package. Now that big encyclopedias are automatically included, along with the Bible and Shakespeare, in the luggage of Roy Plomley's guests on the Desert Island, does the discriminating reader actually *want* them?

In considering the aptitudes of average users, the editors of the Oxford Junior Encyclopaedia fear the worst:—

> They are not very good at conceiving things outside their own experience, their capacity for grasping ideas is limited. . . They do not turn to books for their own sake. But they can be trained to go to books for information which they want for some particular purpose.

The unmistakable implication that the booklovers of Oxford University are slumming among ignoramuses dates from 1948, but was reprinted in 1970 when sales had been boosted by enthusiasm for project methods.

Nowadays librarians report that their turnover ebbs and flows according to the topics which teachers sanction and the homework they prescribe. Dinosaurs, chess and sport remain permanently in season, while fiction is in demand only in the holidays. Educators seek to harness the passion which children bring to their hobbies by allowing them to research the subject of their choice. This Eureka principle is sceptically examined by Jan Mark in her novel *Thunder and Lightnings*:

> "Why don't you do your project on aeroplanes?" asked Andrew. "Why do horrible fish when you could do aeroplanes? You don't even go fishing."
>
> "If I started doing that for school I wouldn't be interested in them any more. I don't care about fish so I don't mind doing them."
>
> "Why wouldn't you be interested in them at school? I thought the whole point of projects was to do something you liked."
>
> "Ah yes," said Victor, "But it would be having to like aeroplanes instead of just liking them. Every time a Harrier went over I wouldn't be thinking, there goes a Harrier, I'd think there goes my project. Then I wouldn't want to look at it."

Victor could hardly have refused the offer from the Children's Britannica of a free Volume I in 1969. There's massive coverage of Aeronautics between ABBEY and ARABS. Most editors now organize their material according to themes, with an alphabetical plan and cross-referencing within each volume. Librarians find that precious traditional encyclopedias must be kept under such close guard that they become virtually "dead stock"; hence the predilection of publishers for lighter books that cost less than £5.00.

All these books have abandoned the dignified leathery look for bright jazzy bindings that clamour for attention. You know the sort of thing—Tutankhamun balanced on a hovercraft with a pterodactyl and a couple of astronauts overhead. The term encyclopedia is a courtesy title that can be conferred by virtue of alphabetical arrangement, or collective authorship or a high ratio of illustration to text or a general desire to be comprehensive and definitive. Some books from Collins and Hamlyn can claim the title as it were by descent since the material has been thriftily recycled from earlier publications.

The importance of these books is that they define for their users what Charles Lamb called "the shape of knowledge". We pick up our notions of what constitutes a subject from the way it is put across in our youth. The world is so full of a number of things; you can start by counting them. Hamlyn follow Harmsworth's *1,000 Heroes* with 1,000 Great Events, £2.95 (companion to *1,000 Great Lives*). They span the centuries from the dawn of the Sumerian civilization and the birth of Christ to the Beatles' first record and Watergate.

A lot of attention is paid to murder—the blood of Caesar, King Harold, Joan of Arc and Kennedy; less to science—Archimedes' Principle is wrongly stated. Cultural events are marked by grey-toned paragraphs of dogged editorial spadework. Twelve lines on Shakespeare's drama—"contains poetry, action, love, excitement, humour . . . vividness and variety . . . reveals innermost thoughts of his characters . . . creates atmosphere and sets scenes . . ."—left me wishing I had never heard of him. Henry VIII, on the other hand, gains a certain comic charm: "In his old age he grew grotesquely fat and, despite the support he had from his people, all England sighed with relief at his death".

Hamlyn's other historical offering for Jubilee Year, Children's History of Britain, by Neil Grant (£3.95), is a lot less corny than its Elizabethan dust-cover might suggest. A pleasant anecdotal style carries the narrative briskly from Stonehenge to Jodrell Bank. A few good photographs and reproductions alleviate the swashbuckling hokum of 20 contemporary illustrators.

Brenda Ralph Lewis's Children's Encyclopedia of History (Ward Lock £2.50) is pure Cecil B. de Mille, with nothing to recall the past except the time-honoured chapter headings: the Age of Kings, Age of Revolution, Age of Invention and so forth. Geography is also carved up on familiar lines—usually five continents starting with Europe—but at least it is visually stimulating. Purnell's Illustrated Nature Atlas (£1.95) presents one map per continent and focuses on radiantly photogenic landscapes, flora and fauna.

Besides making the most of wildlife photographs, Ward Lock's Pictorial Atlas (£2.50) perches animals implausibly on outline maps like slabs of shortbread and sticks the nations into the globe like pins in a pin-cushion. When Holland is represented by a Dutch girl with clogs and a windmill, and North America by an Apache warrior and a Sioux chief, it comes as no surprise to learn of Africa that, until the nineteenth century, "people came only to the coastal areas to trade". The term "people" evidently does not include the inhabitants.

The same naive and dated insularity is found in Patricia Lockie's Earth (Sidgwick and Jackson £3.50) which is strong on models and weak on ways of life. Two pages of random facts on each continent are concluded by an illustrated account of racial types: the Caucasian a beautiful blonde, the Negroid and Mongoloid both old and ha

Easily the best of these Our Planet Earth by K (Ward Lock £3.95), scientific magnificently informative ningly photographed. Yet here, the discussion of po growth, world trade and conflict assumes a co chauvinism:

> Little Indian, Sioux or Cro
> Little frosty Eskimo,
> Little Turk or Japanese
> Oh! don't you wish tha
> were
> You have curious things to
> I am fed on proper meat,
> You must dwell beyond the
> But I am safe and live at h

What is the current sta zoology and technology? To from The Age of Machines an Animal Life (Collins Wide W Encyclopedias £1.50 each), a dr printed narrative on rather dr paper, which begins and e abruptly, having been extrac from the "New World of Know ledge Series". With animals you cannot go wrong; why not st with Darwin and stop at the tick? But it seems perverse to stop a book on engineering at the bicycle and the bi-plane. It is a pity, too, that the biographical ap proach entails endless artist's im pressions of flesh-tinted at work.

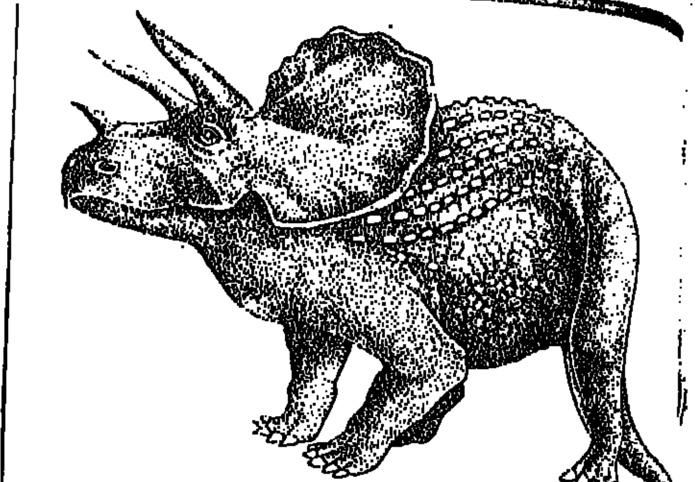
The Children's Encyclopedia Science (Ward Lock £2.50) only incidentally to scientific covery, and concentrates on pounding scientific principles brilliant clarity. Modestly inte for children between 7 and 10, much too good to be restricte any age group.

Ward Lock's more ambi World of Wonder Encyclop (£3.95) is, within its Junior li quite attractive and quite us It is inclined to dwell on wha be regarded as a safe bet— importance of the Iliad and Odyssey, for instance, the natu of Communism and the ideals democracy — but otherwise is value for money.

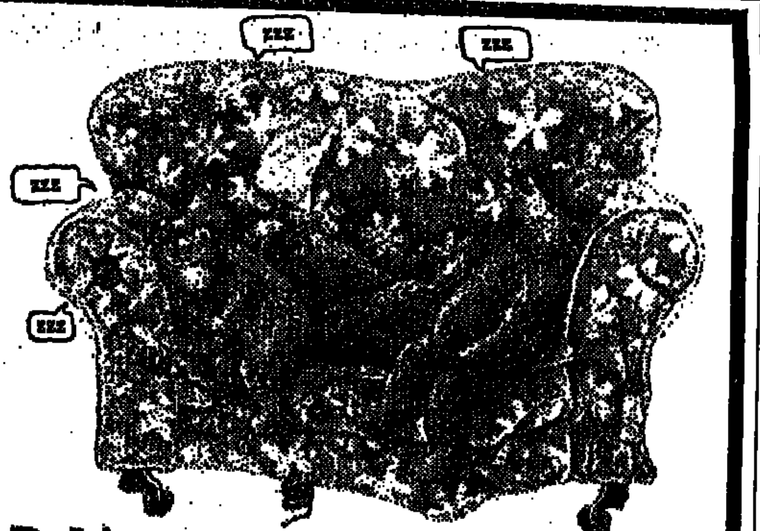
Every encyclopedia is Ja faced, simultaneously saluting and future, there a pyramid, he an oil-rig. It's amusing to with hindsight, how our gra parents imagined posterity, wit Alan Cobham urging young me make parking spaces for the ind pensable family aeroplane of th near future. In 1925, there some excuse for technocratic di sions and megalomaniac fanta But with our present understandi of dwindling resources and world poverty, it is unpardonable to pro mise children a *Utopia of Sp* Age luxury, as *Brenda Ralph Le* does in the *name* of history.

An encyclopedia which ignore what we know of ecology is ob lete, like Concorde, at the point production. Even the best of these books fails to give more tha pious reference to pollution, passing wave to conservationist euphemistic gloss on nuclear re Nothing about intermediate tech logy, renewable sources of ener ways in which we could live with ransacking the planet.

We can no longer afford th myopic faith in limitless expans that animated previous ency pedias. The modernity of the b busting, rocket-launching, da super-jackets that wrap up information lacks a human pers tive; what's inside lacks com sense. As Shelley complai "We want the creative faculty imagine that which we know want the generous impulse to that which we imagine; our lations have outrun our co tions; we have eaten more tha can digest".



An illustration from Michael Tweedie's "The World of Dino (Weidenfeld and Nicolson £4.95). Both imaginative and scientif and accurately illustrated, this is a welcome addition on an every subject.



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Staff of life

Audrey Laski

Your Book of Breadmaking. By Cecilia H. Hinde.
Faber £2.20. 571 10641 2.

The Blessings of Bread. By Adrian Bailey.
Paddington Press £3.95.
448 22064 4.

The panicky queueing witnessed during the recent bakers' industrial action emphasized the importance bread has for most people. Any sensible 12-year-old should be able to give her (or indeed his) family a sense of security in the future with the help of ***Your Book of Breadmaking***, in which clear, carefully numbered instructions break down the rather long process into manageable steps. My only problem is in finding a warm place to encourage the yeast in a modern house before the central heating has come on. Because of this, I was glad to find there a set of recipes not requiring yeast.

One of my grumbles about *The Blessings of Bread* (a handsome book in soft covers which is two thirds history to one-third cookery book) is that recipes not requiring yeast are scattered in among the others; the categorizing system seemed to me not as useful as it might have been. My other complaint is that there are printer's errors in the recipe section, an area where proof-reading should be impeccable.

On the other hand, the collection of recipes is marvellously extensive, including many foreign breads and such curiosities as medieval trencher bread. The first nine chapters give a comprehensive history of the "origins and folklore", "myths and politics" of bread, and though the joky chapter headings and the style are a little wearing the information is fascinating and the illustrations excellent. This would be a good book for the school library, a source of project material; it brings out strikingly that special significance in grain and its major product which perhaps underlay the passion in those queues.

"The Fox" by Angela Sheehan, with illustrations by Bernard Robinson (Angus and Robertson £1.80) is both a natural history book and a story. It suffers a little from the inevitable lack of climax in an everyday story of vulpine folk, but is nevertheless an attractive way of learning basic facts. "The Mouse" is also new in the Eye-View Library.

Look out!

On Location Series.
No 15. Industry. By Warren Farnworth.
No 16. Airports. By Frederick Wilkinson.
Mills and Boon £1.50 each.

In any series of information books the quality tends to be so variable that each volume must be individually checked. The *On Location* series, which aims "to take a feature of our environment and really look at it", is no exception; but these two new titles can both be highly commended. Suggestions for follow-up research and "things to do" are imaginative.

Industry is the better of the two because it contains a great deal of detailed and less commonly known information. It is a small masterpiece of industrial archaeology and includes excellent photographs.

In both books the drawings, diagrams and photographs are closely integrated with the text. Captions are in italics, so there is no chance of confusing them with the main narrative. Each book includes a booklist and a list of museums.

Industry has a valuable section on industrial sites to visit; it is emphasized that old industrial buildings are an important heritage which we must preserve and pupils are urged to become involved with local societies.

Cecilia Gordon

Child's eye view

Barbara Smith

A Closer Look Books.
A closer look at . . . Ancient Egypt. Eskimos. Horses. Prehistoric Reptiles. Butterflies and Moths. Early China. Plains Indians. Plant life.
Hamish Hamilton £1.75 each.

A Closer Look books are examples of the relatively new genre of "project" books, which fragment a topic into "chapters" extending over one opening only. These particular titles are all valuable additions to the secondary school library.

They are written by, or with the assistance of, experts who manage to pack a considerable amount of information into 30 pages, and they have obviously been planned and executed with care. The lavish illustrations relate well to the text; occasionally, however, the child's-eye view is forgotten: in one picture, for example, a moth looks as large as a bat.

Plant Life is perhaps the least satisfactory volume. The writer seems ill at ease in writing for children; though the book may well end up in the art room on the strength of its drawings of flowers. *Prehistoric Reptiles* manages, for the most part, to read as a continuous narrative, despite the book's arrangement, and is an excellent addition to an already crowded publishing area.

Plains Indians and *Eskimos* describe the life-styles of their subjects, before these were destroyed by the "civilizing" effects of Western man. *Ancient Egypt* and *Early China* attempt to cover the spectrum of life and the span of history in their respective periods. *Butterflies and Moths* is competent natural history, while *Horses* concentrates firmly on the animal—martingales get not a mention!

Only the latter four books have indexes; obviously a previous flaw in the series is laudably being rectified.

Sensational

Pam Michell

Things Hard and Soft. Things Up and Down. By Henry Pluckrose.
Franklin Watts £1.25 each.
Things to Smell. Things to Taste. By Henry Pluckrose.
Franklin Watts £1.45 each.

Henry Pluckrose has produced a useful series which encourages young children to consider and discuss their sensations and perceptions. The attractive photographs on each page provide valuable support to the text which is largely in the form of questions. The books would be most effectively used by a teacher with a small infant discussion group; they are not designed for individual reading.

Things Hard and Soft is the most successful, examining the mutual relationship of hard and soft materials. Smells and tastes, though well explored, are treated more descriptively, so that the text is somewhat repetitive and less thought-provoking.

Pet points

Ileana Wallington

Althea's Pet Series.
Dogs. Gerbils. Guinea-Pigs. Rabbits. By Rosemary Creek.
Dinosaur Publications, 35p each.
Furry Pets of your own. By Rosemary Alexander.
Carousel Books 40p.

These four Dinosaur publications are delightfully produced and illustrated and provide a sound guide to animal care. The first page makes a clear statement of the work and fun involved in keeping pets and ends with sensible advice to discuss the matter with parents.

Furry Pets of your own is less attractive to the eye, but is excellent value as it deals with seven animals in considerable detail. It is written in an easy style accompanied by amusing anecdotes and drawings and is probably intended for junior school age.

All these books should make parents and children consider carefully before embarking on pet ownership and they will be helpful to those who have done so.

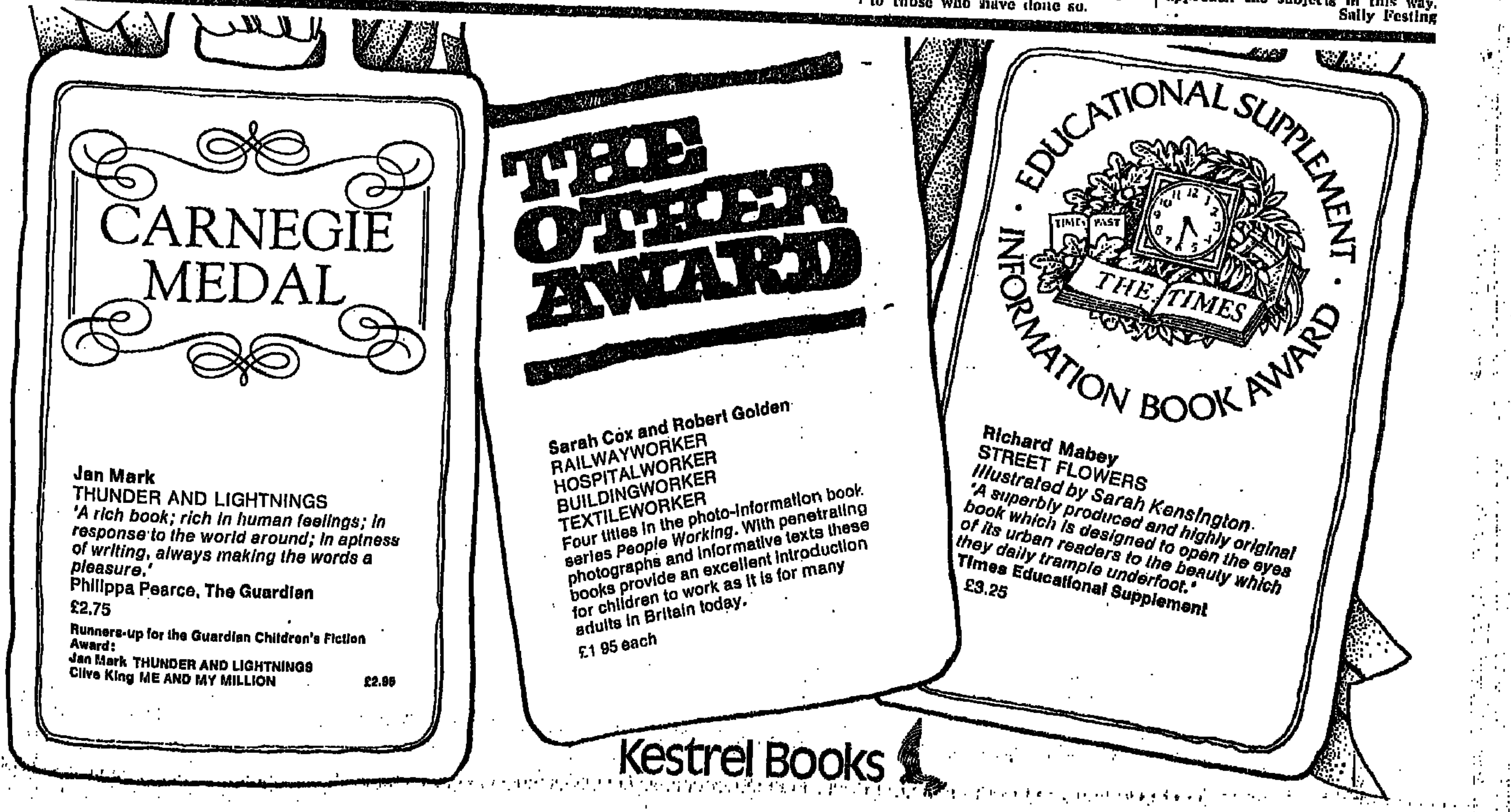
Eye-Openers.
The Living World of the River.
The Living World of the Woodland.
By Denis Wrigley.
Lutterworth £1.50.
Forests. Mountains. Polar Regions.
Ladybird Books 24p each.

Eyeopeners (aimed at eight to 10 year olds) are like storybooks, full of onomatopoeic words with atmospheric monochrome pictures. The idea is to alert awareness through the senses, almost to the point of substituting sense impression for knowledge of the real thing. ("Touch a tree trunk and feel the bark. Is it rough or is it smooth?")

The danger in this approach lies in its being at once too simple and too difficult. For the complicated concepts of respiration, plant and animal interdependence, water cycle and photosynthesis appearing in just two slightly fuzzy sentences could so easily lead to confusion.

By comparison, the staccato prose of the Ladybird books is unashamedly didactic. Spare words and hard facts are backed up by realistic and explicit colour plates. Children like facts, and, since biology is a science, it seems much safer to approach the subjects in this way.

Sally Festing



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Kestrel Books

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Evans Montague House Russell Square London WC1B 5BX

Dawn of time

Shirley Toulson on historical novels

The Temple of the Sun. By Moyra Caldecott.
Rex Collings £4.95. 860 36048 2.
Sun Horse, Moon Horse. By Rosemary Sutcliff.
The Bodley Head £2.75. 370 30048 4.
East of Midnight. By Tanith Lee.
Macmillan £3.50. 333 23069 8.
The Windswept City. By Henry Treece.
Hamish Hamilton £1.95. 241 89672 X.

As more and more intricate methods of dating archaeological finds continue to push human history back by thousands of years, and as our understanding of the extreme complexity of non-literate civilizations grows writers of historical fiction begin to find themselves in the same relation to the academic historians and archaeologists, as science fiction writers do to physicists and astronomers. Facts are providing increasingly rich substances for imaginative fantasy to work upon.

Moyra Caldecott, in her trilogy based on the rituals that might once have taken place at Avebury, Stonehenge and the mysterious Silbury Hill in the centuries before the Druids, explores every aspect of the new possibilities that history and anthropology have opened up for her. *The Temple of the Sun* is the second book of the three, and although it is closely linked with the first, *The Tall Stones*, it can stand on its own.

She uses the substance of legends, the ancient symbolism of religion and folk-lore, and a firm belief in the actual, vital energies of the earth to weave an adventure story of the battle between good and evil that combines an unsentimental mysticism with a compassionate understanding of human relations; and which indirectly provides an exposition of the links between sacred rites and depth psychology. It is a book that can be appreciated at many levels.

Both traditional anthropology and the work that has recently been done to prove the astounding astronomical knowledge of stone-age man, gives an authenticity to Mrs Caldecott's world, which is ruled by a benevolent priesthood of men and women, who recognize the importance of meditative silence and who value the interpretations of dreams. Her success as a story-teller lies in the way in which she balances these matters with an appreciation of the ordering of secular life, based on a feudal system struggling towards democracy.

Rosemary Sutcliffe works in much the same area both of space and time. Her story is an imaginative explanation of how the White Horse of Uffington came to stand beneath the Ridgeway on the Berkshire downs. She bases this on sensible conjectures about the history of the Iceni, that Celtic, horse-breeding people who gave their name to the Icknield Way, which runs from the Wash to the western Thames. She believes the theory that these people, driven from their homelands, first by the Romans and then by the Saxons, eventually saved themselves and their horses by migrating north to Scotland. Her story, which is set around 100 BC, is much closer to our own time than Mrs Caldecott's, yet like her, she is fascinated by the power of the pre-Celtic people who lived in these islands for millennia, and her hero Lubrin Dhu is a throwback to that stock.

Coming nearer to historical times, Mrs Sutcliffe can draw on much that is known of the C matriarchal society with its b that human sacrifice was someti essential for the survival of community (Lubrin has to die order that his people may jour to their new lands in the nor and the lengthy rituals which h had to undergo before they co take their place beside the men.

Tanith Lee also takes us in a matriarchal society and a cruel one. Yet although *East Midnight* has echoes of Druid violence (the culture is based a quinquennial rhythm of sacrifi of the current consort of the fema king); and although it hints at slavery our ancestors must ha endured at the hands of the Roma and the Saxons, the story is in an unreal, supernatural wor of wizardry and fabulous beas It *is* a compelling tale, based a highly original use of the *dopp gänger* theme, but there is some thing mechanical about it. Th magic runs by clockwork rath than by the poetry of the hum imagination.

Henry Treece's windswept cit is Troy, and in retelling Home for the intelligent bookish nine-ye old (this hero is Helen's you Thracian slave) he brings us firml back to earth. He is less concern with the *Iliad* than with the expla tions of the conflict based on th nineteenth-century archaeologic discoveries on the site. Even th Trojan horse is rationalized into more likely engine of wa decorated with horse skulls. Bu the story, as a tale, is saved b the real horse which Asterius, th slave boy, won for himself through his courage and loyalty to his friends. It is a good workable ta (first published 10 years ago)—a I welcome this new edition of it.

Battles and beasts

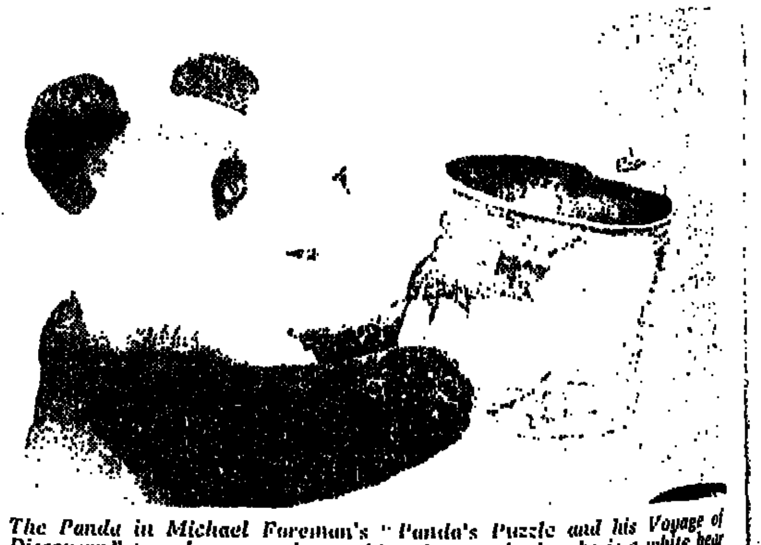
Mary Hoffman

The Greek Armies. By Peter Connolly.
Macdonald Educational £2.95 356 05580 9
Fabulous Beasts. By Richard Blythe.
Macdonald Educational £2.95 356 05516 9

Peter Connolly hurtles you headlong into an interest in Greek warfare, whether you started with one or not. His minute details are beguiling: there is a family tree of helmets, for example, and painstaking explanations of such precise matters as the formation of a Macedonian phalanx. And who could resist a section entitled "Catapults, Moles, Rumps and Mines"? The text is gleefully accompanied by the author's own illustrations, often copied from reliefs and wall-paintings. Although Homeric warriors are encased in bronze hinged plates, sixth century hoplites sport only linen cuirasses and Alexander rides into battle as bare-legged as his horse.

The top quarter of each page carries an account of a battle, historical or legendary. This works least well for the early sections where the story of the Iliad is crammed into a few lines above distractingly exciting descriptions of shields and warships. If the glossary sometimes seems a little terse—"Linear B: name given to Mycenaean writing"—the text is satisfyingly full.

This is more than can be said for *Fabulous Beasts*, which is a hotch-potch of stories, snippets and summaries. With two editors, a "teacher consultant" and someone else to compile the "animal facts", Richard Blyth cannot have had much left to do. But the stories are curiously flat; Oedipus and the Sphinx, the Lambton Worm and Sigurd and Fafnir all come out in much the same featureless prose. Hectic colour illustrations try to ginger up the text but the book remains flavourless.



The Panda in Michael Foreman's "Panda's Puzzle and his Voyage of Discovery" travels across the world to learn whether he is a white bear with black bits or a black bear with white bits. Mr Foreman's beautiful illustrations are as delicate as the story in which his hero visits China, Egypt and the United States in his search. (Hamish Hamilton £2.95.)

Shedding light

Long Ago Children's Books.
The Spaniards are Coming. By Ruth Manning-Sanders.
The Smallest Man in England. By Julia Dobson.
The Peace Players. By Kenneth McLeish.
Heinemann £1.90 each.
Fanny's Sister. By Penelope Lively.
Crossing to Salamis. By Jill Paton Walsh.
A Greenville Goes to Sea. By Hester Burton.
The Virgin and the Angel. By Ruth Marris.
Heinemann £2.10 each.

The imaginative presentation of a previous age can be as successfully achieved in fiction as in fact. More, even, can sometimes be conveyed by the refracted subtleties of a story's setting, in the suggestion of a mood, the hint of a feeling, than by the glare of full, sharp focus. This is why historical novels, although they often incur criticism from historians, can have a role to play in the process of learning.

This is the achievement of the "Long Ago Children's Books". These new titles (*The Spaniards are Coming* is in fact a reissue) by popular children's authors join a well established collection of books which would not aspire to the title of historical novel, but which are nevertheless, on a small scale, cast in that mould. Each is a story of less than 50 pages, woven around a child hero or heroine in historical settings which range from Classical Athens to Victorian England. Some of the children are based on real people in history, most are not. Either way the simple formula proves successful, perhaps most of all in the charm and delicacy with which the atmosphere of the age is suggested.

Light streams through the Rennaissance windows in *The Virgin and the Angel*; the story is imbued with the clear, bright air of sixteenth century Florence. In *The Peace Players*, about a boy who acts for Aristophanes, the alternative stillness and hubbub of the Theatre of Dionysos underline the trouble of the reverberations of war in Greece. *The Smallest Man in England* tells of a dwarf baked in a pie for Queen Henrietta Maria. He later heroically saved the Royal Standard for Charles I in one of the battles of the Civil War. *A Greenville Goes to Sea* describes life in the British Navy during the French Revolutionary War. All the stories direct a shaft of illumination into the past, and, besides standing successfully in their own right, could be very well used at junior and middle school level as a supplement to mainstream history books.

Jessica Saraga

Slap and tickle

Peter Fanning on picture books

Gone are the days when the Lady and the Prince fell straightforwardly in love in a no-nonsense way and then dashed off on a milk-white steed to live happily ever after. Nowadays Princes prefer to stay Frogs—and even the Bears have hang-ups. **The Bear Who Wanted to Stay a Bear** by Muller and Steiner (Hutchinson £2.95) will have progressive parents stampeding to buy this gloomy brand of ecological fodder. The old brown bear wakes up one morning to find his forest transformed into a monolithic factory. He is no longer just a bear. He is just a lazy worker. It is all very creepy and nightmarish.

If you want bad dreams, take a look at the bear shaving himself in front of a mirror. But there are some fine pictures too—like the photographic sequence of the bear waking up and leaving his cave at the start of spring. **Hey Presto! You're a Bear!** by Janosch (Andersen Press £2.95) is less evangelistic. This time the bear is father—or father is the bear. There follows a bewildering series of escapades which father bear performs for his tyrannical son. Janosch's pictures are inventive and hilarious; and the dividing line between fantasy and fact dissolves in the pandemonium.

Ramses in Rio Meto by Beisner and Dörflinger (Dent £3.50) relies on illustrations almost exclusively, and a futuristic lot they are too: bright surreal pop art, a shower of flowers and a comic strip collage are among the delights. Around them the text weaves an unsteady course, serving as little more than a hesitating commentary. Text and pictures combine in Sigrid Heuck's **The Pony, the Bear and the Stolen Apples** (Dent £2.95). Pictures take the place of many of the words as the Bear and the Pony search for the Apples. This simple story will give a lot of pleasures to pre-reading children who can count and decipher the symbols which are embedded in the text.

Margaret Neve goes in for patterned illustrations, like some elaborate wallpaper design. Her animals and plants are oblong and conventionalized. As children draw sheep with rectangles, so her cows and pigs are like inflated square balloons. **More and Better** (Macmillan £2.95) is not an advertisement but a cautionary tale about the difference between those words. A swarm of giant wasps and a gigantic slug are among the disasters encountered when the hero makes the wrong choice. But there is nothing nightmarish in a style which suggests prosperity even when the fields are barren.

Exquisite design is also the highlight of Anita and Arnold Lobel's tale **How the Rooster Saved the Day** (Hamish Hamilton £2.75). In an old-fashioned ritual about a stupid robber who gets outwitted by a clever rooster, we learn a lot about the habits of various animals. The amusing text is framed by gorgeous curtains containing a decorative commentary: the effect is that of an illuminated manuscript of yellow and ochre and grey.

The Porcelain Man, by Richard Kennedy (Hamish Hamilton £2.75), is stranger stuff. The Porcelain Man is a chameleonesque Pygmalion: when patched together he becomes not only Prince, but dashing white steed as well. Finally, after smashing himself to pieces recklessly against a tree, he becomes a rather boring china tea set for the heroine and her real life groom. Marcia Sewall's blue-brown tints provide a delicate homely restraint for a curiously ambivalent tale. **Green is Beautiful**, by Margaret Rogers (Andersen Press £2.50) is on the other hand an all-colour book, with lots of scope for colour talk. About a third too long, it rambles incorrigibly. But the question about the most beautiful colour and the answer that everything is fine in its place comes over clearly enough for the reader, and the final Rainbow Sequence is predictably refreshing.

For seven-year-olds there are two delights: **Ship's Cook Ginger** and **The Young Performing Horse**. The latter, by John Yeoman and Quentin Bell (Hamish Hamilton £2.95), has all the disarming humour of a feather on a policeman's nose. And although some of the slapstick would be more at home in the columns of *Punch*, this humane panto horse has an endearingly angular charm. The tale itself, one of rags to riches, is simple and bizarre and features a fine selection of nineteenth-century chinless wonders.

Finally, students of Ardizzone will be glad to hear that there's another "Tim" book. **Ship's Cook Ginger** (Bodley Head £2.50) is a whirling sea adventure. The ship's crew are nearly all poisoned by the cooking. The second mate is left in charge and he is a coward and a coistrel. Humour bubbles forth in Ardizzone style. The tone is one of respectable anarchy. And naturally it is left for our hero to steer the ship off the rocks and to save the day.

Dramas past and present

Edward Blishen on collections of stories

Stories for children chosen by parents for reading aloud. Edited by Anne Wood.
Hodder and Stoughton £2.95. 340 21386 8. £1.50. 340 22137 2.
The Noel Streatfeild Weekend Story Book: an anthology.
Dent £3.50. 460 067604.
Trapped by the Tide and other stories. By Vera Cumberlege.
Deutsch £2.95. 233 96899 7.
Naftali the Storyteller and Horse, Sus and other stories. By Isaac Bashevis Singer.
Oxford University Press £2.25. 19 271413 9.

As I grow older I have a feeling of increasing obtuseness: and one dunderheadedness of mine is that I do not understand why the short story is not the most popular of all fictional forms. It is not only related to our commonest span of attention: it is also what we grew up on. It is, to be precise, what more of us than ever are growing up on, thanks to the Federation of Children's Book Groups and its commitment to the idea of parents reading aloud.

Stories for children is an anthology compiled by about 100 parents from all over the country who have tested story after story, and chosen the most riveting. The audience is thought of as the whole family, which makes good sense; some of the best experience of being read to comes, surely, from indifference to what we bleakly call age ranges. There is a strong accent on comedy. It reminds me of something Roald Dahl says in his new collection: that a sense of humour "is not essential when writing for grown-ups, but for children, it's vital". That is a mark, too, of Noel Streatfeild's anthology—very good value. I would not give you twopence for a children's bookshelf, at home or at school, that did not include as many good miscellanies of this kind as possible.

It is always more of a risk to invest in the short stories of a single writer. You would not go ruinously wrong with *Trapped by the tide (and other stories*—how, as a child, I loved that generous vagueness!) Vera Cumberlege writes, not remarkably, as to language, but with an absorbingly honest feeling for detail, about dramas present (sensible child saves silly children caught by incoming tide) and dramas past (in the Battle of Lewes, a lad risks various kinds of death to repair the family fortunes by restoring, to its owner, a royal dagger). There is no banality; in the first story, the boy refuses heroism; in the second, the fragile chance that kept anyone alive in 1264 is made very plain.

You could not go wrong at all with Mr Singer's collection. His are simply, for all audiences, among the best stories of our time. Those here range from additions to the dotty annals of the people of Chelm, "a city of fools", to straight (but marvellously *crookedly* straight) tales of the author's own childhood in Warsaw.

"The whole world, all human life", says a character, "is one long story". Or many short stories. Apart from the ability to shape a tale, to cull one out of the flow of life, it is the true recall of detail that marks the great practitioner. The narrator of one story remembers a childhood friendship: "I could talk while we walked, but when Feivel wanted to say something, he had to stop." Ah!

Finding flavour

Virginia Makins on modern fairy stories

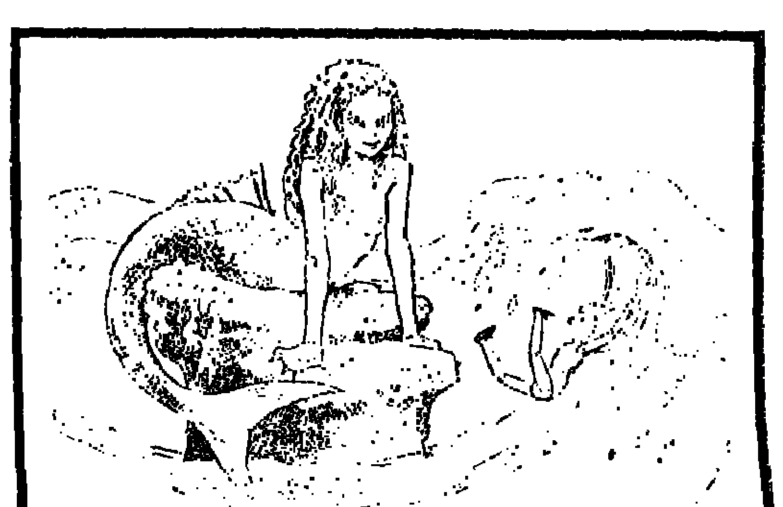
It seems astonishingly difficult to translate old themes for children's books—fables, fairy tales, morals—into a modern idiom that works. The ingredients are there all right—but too often the recipes turn out pretty tasteless.

So it's good to come across a brash and fashionably sinister little fable like "AHHH!" Said Stork, by Gerald Rose (Faber £2.50). Stork discovers an indestructable egg—in turn Hippopotamus, Lion, Chimp and the rest fail to crack it. Finally it hatches—and they flee as a baby crocodile comes out grinning. It has good bright pictures and very few words, and is an excellent book to read to children on the brink of reading by themselves.

Quite different in style, but comparable in its powerful pictures and economical use of words is John Brown, Rose and the Midnight Cat, story by Jenny Wagner, pictures by Ron Brooks (Kestrel Books £2.95). This one is a modern morality tale—John Brown, a large shaggy sheepdog (the drawings are lovely, limited and restrained colours and full of crosshatching and line detail) looks after Rose, a cosy old lady who longs to include a stray cat in the household. John Brown does his best to thwart her, but finally gives in.

Patricia Coombs manages to give a subtly up-to-date flavour to her stories about Dorrie, a little witch. Dorrie's mother does traditional witchcraft, and many of the trappings of the household are vaguely period (any period, from medieval to Victorian)—but Dorrie's style is firmly American contemporary. The stories and drawings are funny, with a humour that suits six, seven or eight-year-olds, without driving adults crackers when reading aloud. (**Dorrie and the Amazing Magic Elixir**, £2.60, **Dorrie's Play**, £2.40, **Dorrie and the Witch Doctor**, £2.50, **Dorrie's Magic**, £2.50, all published by World's Work.)

The Queen who couldn't bake gingerbread by Dorothy van Woerkom, illustrated by Paul Galdone, was a good idea that did not come off entirely successfully. It is in the laboured style of modern fairy story, with names like King Pilaf of Mulligatawny, and Galdone's rather sketchy drawings do not help it along as much as they might. The cartoon style could have carried much more detail. But the story is good with a nice modern sex role-reversal. When marital discord breaks out between the king and queen, it is the king who learns to bake gingerbread. And it is nicely written.



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Sea scapes

Ralph Lavender

Drowned Ammet. By Diana Wynne Jones.
Macmillan £3.95. 333 22620 8.

The Watch House. By Robert Westall.
Macmillan £3.50. 333 23247 2.

According to Robert Westall, people are "ghosts plus". Or, to put it another way, ghosts are people minus. Stories, of course, do *not* work like equations. One could say that both of these books are about the sea, that one has a heroine and is more likely to appeal to boys, and that the other has a hero and is more likely to appeal to girls. But there the mathematical differences and similarities end.

The Watch House, set in the Robert Westall country of *The Machine-Gunners*, concerns Anne, who has been dumped like a lost parcel on Prudie, her mother's old nanny, during a family break-up. She becomes interested in the Watch House where the Garmouth Volunteer Life Brigade was founded and does its training, and plays billiards, and where there is a museum. The past begins to catch up with the present when Anne goes to dust the display cases there, and through her two unsettled ghosts begin to work towards their final enmity against each other. She is searching for a solution to her own problems, and because she takes the ghosts seriously they are able to feed on her, becoming a visible force until in the end one is exorcised under the putting green and the other finds quietude.

It is a fast-moving, action-packed story written in a racy style; the dialogue is sharply observed and makes the necessary genuflections towards a little bit of sex, a little bit of violence and a bit more of the occult (there are several hypnotic trances). Arthur, Prudie's brother, is quite an old salt. "There's a financial crisis isn't there . . . some bugger's buggering around wi' the pound. Aah'd bugger round wi' him if Aah could find out who it was." And the trouble is that too many of the characters look and sound like caricatures: there are two fathers, one Catholic and the other C of E, who are like a religious Morecambe and Wise show; there is Timmo and Pat, a Professor Branestawm with his young assistant; Anne's parents, her mother spoilt and flighty, her father big, golden hearted; and even a shaggy dog and a Gallower pony, who perform their expected roles in the story. Anne is the only character who is not caricatured: and, curiously enough, she is the least well-known of all.

There seems to be a lack of respect between the author and his characters, and because the story does not evolve from the interplay of relationships between them, it has to do all the work on its own. In fact, the story is made to do too much work. After the exorcism, the Catholic father is seen trying to invest it with a deep, inner meaning. But too many of the mortices and tenons show through its craftsmanship for it to be capable of bearing such a meaning.

The second book takes place in the same land of Dalemark as the author's earlier *Cart and Cwidder*, where the southern earls are forever bickering while the north is united and the Holy Isles are in between. It cannot be said that this is a powerfully imagined country, like Narnia or Mordor: it simply is, and is with utter consistency. Its hero, Mitt, is a free soul who in the beginning has a mighty childhood vision of a place "just beyond somewhere", from which he learns that where he lives is not the same as home. Old Ammet is a figure of plaited straw, a piece of sympathetic magic thrown into the harbour at the annual festival; is Mitt, also, a man of straw? He enjoys a laughing childhood, but things turn grey when his father is lost through revolutionary activity. By the taste of it, the story is about late medieval; but even then there were political revolutionaries, and so Mitt follows in his father's footsteps. He tries to blow up the earl with a bomb. Like many revolutionary acts, he bungles it. He escapes by sea, and there is a fine description of a storm; later he and his shipmates collect a castaway, and eventually they reach the Holy Isles.

About this point in the story an extraordinary thing happens. It takes place so quietly, like a breath from Conrad, that you can almost miss it, and then you have to go back to the last plain-sailing point in the story to check up on what it is (which is, of course, how every reader goes about his business). And from here on, the soft light of vision steals back over the narrative, together with a new ritual form of language. Mitt has discovered his home, as well as most of the other important things about himself.

It is rare to find a book which relates to the theory of modern revolutionary politics through dealing with an imagined past, while at the same time keeping alive the great dream of Utopia—which all politicians and revolutionaries ought to have in their hearts.

Beyond the walls of paradise

Geoff Fox

Topliner Redstars
The Gate of Eden. Return to the Gate
Both by William Corlett
For the Love of Lisa
By Max Lundgren
The Doubting Kind Parts I and II
By Alison Prince
Macmillan Educational. 50p each.

An analogy between Adolescence and Eden is not immediately persuasive. Yet, with each crunch of the apple, more and more alternatives must have occurred to Adam, just as some teenagers increasingly wonder, "What would it be like to be. . .?"

William Corlett's *The Gate of Eden* and *Return to the Gate* are about growing up and growing old, and provoke many more questions and answers than most of our classroom package tours around Youth and Old Age. They are bookends, alike in shape, standing at either end of an adult life. The limitations of the narrator's viewpoint (he is in his late teens in the first book and close to death in the second) suggest that we judge him as well as share with him. In *The Gate of Eden*, he edges closer to understanding the elderly Tom Falconer: bookish, lonely, persecuted by teenagers, pathetically eager to share and even influence his friend's young life. Their friendship, and the narrator's inevitable withdrawal from its claustropobia, are described without the storyteller's own complete comprehension. Yet the full record is there for the reader to consider.

Return to the Gate is set in a restrictive future, more like our present than 1984 and so more dismally convincing. It is the narrator's turn to mistrust young people, and yet to reach out to them for fresh life. He can have no fuller vision than in the first novel; now his limitations are declining energies and a suspicion taught by experience. Old people may learn too, however, and he is made ready to enter another, wiser Eden. These books offer delicately observed studies of the otherness of people, of how our territories may merge and yet be the better defined and safeguarded. There is no overt didacticism, but they may teach generosity.

They are the most welcome of the latest Redstars, intended for those ready for more demanding reading than the regular Topliners. By comparison, *For the Love of Lisa* is disappointing, in that it seems likely to confirm the self-absorption of the adolescent rather than to beckon him beyond the walls of his dubious paradise. The book may very well be widely read for this reason, but it seems an easy gratification of the feeling that "they" don't understand. The story is told by Lisa—a teenage mum left with baby whilst young husband sorts out the Meaning of Things—who scorns "romances". A ponderous trick, for this is a girl's magazine story in prose. As Lisa says really: "Silly, all of it. Crazy."

Alison Prince's *The Doubting Kind* is far more substantial. The story concentrates on the lives and loves of Bobbie and Fanny, friends and pupils at a selective girls' school. The novel will be very popular with mid-adolescent girls (a prediction intended not as a sexist condescension so much as a safe bet) and should usefully persuade some readers of the pleasures of a lengthy story. The contrivances of the soap-opera are close to the surface, however. Crises precipitate developments, as required: a sick-bed visit can be readily manufactured by having the bathroom ceiling fall in, for example. A free-wheeling drama man and, for goodness sake, a sensible young English teacher fall instantly in love and talk of setting up house almost on the spot. Every time Bobbie's mother comes on to the page she is sure to be moodily alcoholic, and Fanny's mother will be so stridently liberal she can't hear what anyone else is saying.

In the regular Topliner series, *The Doubting Kind* would do very well; it *is* a compulsive read. William Corlett's novels suggest the more subtle and extending literary possibilities that can be hoped for in Redstars. The problem—and no-one can know it better than the Topliners' editor—is to find the right books.

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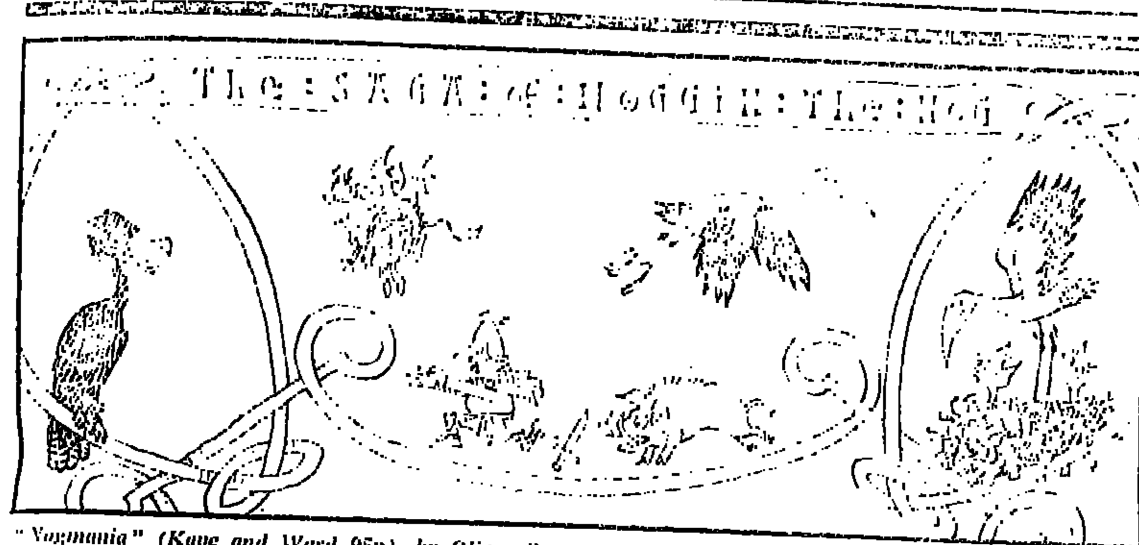
The Saga of Noggin the Nog

"Nogmania" (Kaye and Ward 95p), by Oliver Postgate and Peter Firmin, will delight all aficionados of Noggin the Nog. Every other page has a hilariously intricate illustration of life in the Far Northlands and the whimsical text is "illuminated" in traditional fashion.

Eccentrics anonymous

Mary Hoffman

Grimm Grange. By William Browning.
Gollancz £3.50. 575 02363 5.
Griselda. By Angela Bull.
Collins £3.50. 00 183723 0.
Mr Fitton's Commission. By Showell Styles.
Faber £3.95. 571 11071 1.
The Foundling. By Sheila Crawford.
Oxford University Press £2.95. 19 271408 2.

Grimm Grange is by Peacock out of Peake and that parentage produces some monstrous offspring. Young Martin Grimm is turned out by his iron Great-Aunt when his father is mysteriously murdered in Singapore, and goes to live at the Grange with swaggering Uncle Josiah. The plot thickens to a fine opacity, with a large cast of evil baddies and ambiguous goodies. The best creation is Jack, a sailor of many parts, lots of which seem to be missing. His conversational style is unreproduceable in extract, but he is a true descendant of Dickens's Cap'n Cuttle, whose eccentricity is here carried to a new extreme.

With such a formidable ally, Martin wins through to a larger than life happy ending. Still, phrases like "You never see a nigger drinking port, nor a Jew neither, nor a damned Frenchie—it's a damned Englishman's drink!", even in the mouth of such a caricature as Uncle Josiah, jog one uncomfortably out of the story. It's a very readable first novel, which, like most Gothic tales, sometimes goes in for pointed archness.

Charlotte, the heroine of the misleadingly titled *Griselda*, is very real, right down to her eczema, which itches in proportion to her unhappiness. Her father invents an unspecified machine which revolutionizes Victorian manufacture and brings him fame. While the rest of the family is on tour in America, Charlotte is unceremoniously shunted round to ever more distant connexions. She does not meet Griselda for 40 pages and does not like her for another 40, which makes the book a funny shape, but it eventually gets under way and the two girls' fortunes begin to see-saw. Is Griselda an heiress or a pauper? Is Charlotte's father a wealthy genius or a bankrupt has-been? Some sort of equilibrium has been achieved by the end, after some fanciful plotwork.

The story is solid with nineteenth-century detail, particularly of the grand house which Charlotte's father buys, with its asparagus tongs and lobster forks and marrow spoons. But against this substantial background the rapid zigzagging between rags and riches seems rather forced. Griselda's restoration to her inheritance is dealt with summarily in one sentence and the story of her private fantasy world is uneasily grafted on to the main plot.

There is no deviation from reality in *Mr Fitton's Commission*. The bare outline of this vivid sea-story, taken from naval records of the Napoleonic wars, tells of a remarkable seaman who chased French privateers round the Caribbean for many years without promotion and, when finally given his commission, was dismissed from the Navy. This is the second novel that Showell Styles has contrived from this meagre source and it is fully rigged with the technicalities of gunnery and navigation. Michael Fitton is an ideal hero, the undistinguished junior who always has better ideas than the admirals. Constantly in danger of insubordination and disgrace, Fitton stage-manages most of the Caribbean campaign and, though no great victories are won, embarrasses the captains into giving him a commission. It is less humiliating to take advice from an officer.

The secondary theme of petty vendetta unseats Fitton from his hard-won lieutenancy but he accepts this reverse with his usual philosophical calm. For our hero is a follower of Epictetus and consoles himself with maxims like, "One man is not rendered unfortunate by another". *Mr Fitton's Commission* is a seaworthy tale, very competently handled and, if the lieutenant's crew admire his efficiency, the reader feels equally reassured by Mr Styles. Still, the ending feels untidy; fiction needs to be neater than life.

The Foundling is based, not on life, but on another novel, *l'Ennemi de la Mort* by Eugene le Roy. Sheila Crawford has taken a character from the French book, a little boy who disappears, and reconstructed his later history. Nathan's search for his identity traverses the fever-marshes and lakes of the Double forest, in its neglected state of 1835. The ingredients of a memorable story are all there—a boy without a name, a mysterious forest, eccentric characters encountered along the way—yet they stay stubbornly unblended. It is partly that the revealing of Nathan's parentage is so contrived; almost every person he meets has had some connexion with his father. Homespun philosophy abounds. There is also something lacking in the boy himself, besides a name; one ought to care more about what happens to him.

Sheila Crawford has set herself a difficult task, writing as it were the second half of *A Winter's Tale*, without any possibility of the final recognition and redemption. We blurb-readers have the advantage over Nathan in knowing from the beginning that his parents are dead. Although the writer is clearly fascinated by the region and its chronicler, the glamour remains on her side of the page.

The knife's edge

Peter Fanning

Instead of a Dad. By Kerstin Thorvall.
Kestrel £2.95. 7226 5273 9.
I Know You, Al. By Constance C. Greene.
Kestrel £2.50. 7226 5361 1.
A Period of Violence. By Kenneth Wood.
Dennis Dobson £2.95. 234 77654 4.
Half a Welcome. By Fay Sampson.
Dennis Dobson £2.50. 234 72031 X.

Alcoholics, sex and violence: you name it, we've got the lot. Vices and virtues and every pubic problem from periods to pregnancy are here in black and white. The trouble is, of course, that it's serious stuff. There often isn't time for so much as a snigger. Kerstin Thorvall wheels her specimens out on sterilized tin trays for *Instead of a Dad*—and it's not a pretty sight. Life squats like a great big toad full of ugly facts and each one is clinically scrutinized.

Ten-year-old Magnus's mother is a single parent. Her boy friend is an ex-convict and a repentant alcoholic. In the style of the gloomiest Wednesday Play, we watch a small person in a frightening world, denied affection and struggling with problems which he can only half understand. Without for a moment suggesting that children should be trained into thinking that life's a bed of roses, I can't help feeling that the relentless gloom, in which bombs and pot smoking are thrown in as makeweights, belittles the impact. The granite-hard surface of this powerful book prevents it from properly getting a grip on the mind.

At the other extreme, Constance Greene brings a deft sense of humour to *I know you, Al.* Shooting brusque epigrams hither and yon, she can even make artificial insemination sound interesting. Miss Greene is at her best amidst gossiping girl-talk and it's not until you are halfway through that you realize there isn't a story to speak of. Mostly it's about Al, whose father and mother are both busy remarrying, and about Al's periods (or the lack of them), laced with a seasoning of sharp psychology. Entertaining as *Al* may be, there's too much comfort and not enough drama—a charge which one could hardly bring against Kenneth Wood's *A Period of Violence.* Academic periods this time. This North Country saga deals with a school that slides from disorder into chaos.

The three central girls are superbly drawn, balanced on a knife edge between child and adult. They are desperately muddled, bemused by a world which denies their rights to a separate identity; desperately selfish and always sympathetic, they outclass the adults by miles. The staff of the school are more two dimensional. They are either hopeless weeds or else they behave like Frankenstein. Mr Wood has an irratating habit of firing off one word sentences, like a robot with a tick. But in this book he creates an authentic world of Northern adolescence and a terrifying climax in which violence meets violence and everybody loses.

Fay Sampson's problem in *Half a Welcome* involves a European family who decides to adopt a black baby. But the longer she dwells on personal reactions, the more the family resembles an advert from the semi-detached world of football and prams—not stereotyped, just boring. So when we discover that the baby has been kidnapped, we lurch with relief into an *old style* adventure, which still retains our sympathy and doesn't fudge the issues. The family is reunited. The baby is no longer to be treated as an unwelcome guest. The light of human understanding shines. And for our next family problem? How about a stab at *Oedipus Rex?*

Beaver Books

[illegible]

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Snail Tail *A.*	40p
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My Favourite Escape Stories *P. R. Reid*	55p

Order from your local Bookseller or Educational Contractor
Beaver Books

A dark experience

Geoff Tomlinson on war stories

In America, where they take our children's literature more seriously than we do, it is possible for the academic critic to turn to children's fiction as a respectable field of enquiry. One such investigation of children's books—*The Tragic Mode in Children's Literature*, by Carolyn T. Kingston (Columbia University), deserves to be much more widely known.

Dr Kingston considers such questions as whether children need tragedy just as much as adults do, and if so, what makes the fictitious presentation of tragedy life-enhancing. In a chapter devoted to the presentation of wars in children's fiction, Dr Kingston writes:

> The forces of war seem to twist humanity into one jellied mass, burying the individual, or wrenching him out of his customary shape. Therefore, the chief problem precipitated by war . . . is to find oneself anew in his changed setting. . . . The need for self-knowledge and a sense of place within a different environment is pushed to the fore.

This idea of finding oneself anew in a changed setting is very much a central theme in the two books under review here; **Willow's Luck**, by Gabriel Alington (Heinemann £2.90) and **Puddles in the Lane**, by Alan Parker (Whizzard/Deutsch £3.25).

Although subsequent wars have produced little to compare with the First World War in adult fiction, in children's fiction the Second World War has been chronicled with considerable sensitivity. As early as 1940, Joyce Cary's *Charley is My Darling* traced the downhill career of the disorientated evacuee, trying to keep his self-respect in alien surroundings. But it is only since Ian Serraillier's *Silver Sword* appeared in the late fifties that there has been a steady production of children's books set against the background of the Second World War. Some, like Judith Kerr's *When Hitler Stole Pink Rabbit*, have borrowed Serraillier's plan of following refugees wandering in Europe, but recently writers with fading memories of their own childhoods have begun to recapture the strangely unreal experiences of London's child evacuees.

There is no reason why the adventures of evacuee children should be depicted as tragic. Michael Baldwin, in his *Grandad With Snails*, showed how both compassion and comedy could be extracted from the evacuee situation. But even he could not avoid realism, and it is this sense of realism which has characterized the most recent war stories. Noel Streatfeild's *When The Siren Wailed* confines itself mainly to children's experiences under the blitz, but the two latest entrants into the battle arena move away from the blitz as soon as they are ready to develop their plots.

In *Willow's Luck* these blitz preliminaries take only three pages; *Puddles in the Lane* takes almost a quarter of the book to move out of London, and one feels that even then Alan Parker is reluctant to leave the city. Ironically, it is *Willow's Luck*, despite its earlier change of setting, which presents the theme of war's peculiar challenges most dramatically.

Puddles in the Lane is written by the author of the award-winning film, *Bugsy Malone*. Surprisingly, the language and style of the book are sometimes a little self-conscious and it is possible that the careful, leisurely development at the beginning of the book may prove a barrier to the child who is merely on the look-out for a good story. And in fact this is a good story. Not so much because of its plot, which is adequate in itself and consists of a somewhat orthodox children-as-sleuths theme — but because of its mildly unorthodox approach to dialogue and the representation of reality. The dialogue may be considered too strong in some quarters, including as it does such expressions as "bloody heck", "silly buggers", and "you lippy little sod", but it certainly reinforces the impression, quickly established, that we are dealing with real people from widely different backgrounds.

The "realism" of the story encompasses such incidental concepts as mother's fancy-man, bed-wetting, snotty noses, and, somewhat less convincingly, Mrs Bixey's dying of a heart-attack in the middle of the Christmas Day festivities, (an arbitrary note of tragedy which Dr Kingston might well consider in any revised version of her book).

In the course of their stay in the country, the four Harris children encounter the good and bad, the fair and the unfair, in people and conditions. If, as D. H. Lawrence maintained, stories can help to govern the ebb and flow of our real-life sympathies, then *Puddles in the Lane*, despite its occasional structural and stylistic uncertainties, must be acknowledged as a serious work of fiction.

Willow's Luck is another first novel, and a remarkably well-knit and confident one. It evolves largely from its strong central situation, that of an 11-year-old English evacuee sheltering a wounded German airman. In terms of "finding oneself anew" Willow Stubbs is certainly in the thick of it. In a matter of days, she has to find ways of relating to a strange country environment, Great Uncle Heriot, the German airman, and a hostile gipsy girl. In the end, like the Harris children in *Puddles in the Lane*, she has also to face the spectacle of death. This is a shorter book than *Puddles in the Lane*, but because it confines itself to one central situation, faced by a single central character, the book has a unity and directness which Alan Parker's book lacks.

Both these books have found ways of bringing physical and emotional suffering into the child's life. As Carolyn Kingston puts it:

> Literary tragedy for children does not sweep calamities under the rug but can help the young to face life's dark experiences by showing heroes who meet fear, loss and death with inner strength.

Fairy lore

Ralph Lavender

The Fairies in Tradition and Literature. By Katharine Briggs.
Routledge and Kegan Paul £2.95. 7100 8687 3.

A Sampler of British Folk-Tales. By Katharine Briggs.
Routledge and Kegan Paul £4.95. 7100 8553 2. Paladin £1.50. 586 08237 9.

According to John Davies, a herb seller of Balsalla at the beginning of this century, "before education came into the Island, more people could see the fairies; nev very few people can see them". This is not the fault of Katharine Briggs, because she does her best to keep alive a knowledge of fairies and an interest in folklore in her two books. One is a paperback of a book first published 10 years ago; and the other, a sampler, or gleaning, in both paper and hard cover formats, draws material from her magisterial four-volume *A Dictionary of British Folk-Tales*.

In *The Fairies*, she surveys different kinds of fairies, and makes a number of generalizations about those tutelary spirits who attach themselves to a family, either as adviser or as helper; she looks at the relationship between fairies and humans, holding that it is a closer one than that between a horse and the ass; and finally, she traces literary influences and the gains that English fairies have made from other cultural traditions, both in prose and poetry. Pope's *The Rape of the Lock* is properly cited and illustrated here, as is Blake. One could argue, as she does not, that the effect of the fairies on poetry for young children has been a rather disastrous one, however. The "Incremental power of reminiscence" is what keeps lore going, as well as the wit of the lorist, bears the same grin as the —"On sexual matters the are very lax. . . ." The Irish of Midnir and Etain sounds drumroll call of names which possession of the reader, but the influences of this sort to be commendable. Dragons once noble creatures, as by the gentle mind of man; but they were changed by malignity of the warlike Celts.

There is some overlap between new book and its predecessors; nevertheless, they complement each other, *A Sampler*, which in paperback form actually sports a sampler for a cover, is for browsing; otherwise, it is a pieces, and some of the entries little more than anecdotes. There is a classifying arrangement: fairy tales, jocular tales, nursery tales; stories about dogs, bogies, devils, dragons, ghosts and giants; historical local tales; and stories about the supernatural and witches. in the end, the classification rather confusing for a beginner. dialect stories are some of the longest, and the voice of the teller is there, urging that it be read out loud. Any serious lorist will still need the dictionary because, although the Thompson classification is referred to in the main and section introductions, notes on the sources of vidual tales do not give it, and of the cross-references are to material in the dictionary, not the sampler.

The only British vampire is given; and there is a delightful anecdote of three old men about the best way to die—in a sports car crash, or a sion, or shot by a jealous husband. But the high spot of this sampler is the sequence of tales about Friar Bacon towards the end. The relationships he has with Friar and Vandermast call to mind Holmes, Watson and Moriarty: doubt, ere long, they will be grown into lore, too.

Digging for decency

Marion Glastonbury

Good Writers for Young Readers. Edited by Denis Butts.
Hart-Davis Educational £2.45. 247 12798 1.

If you ask a child at the end of a story "What did you like about it?", he will probably recount the plot or recall the best bits and find nothing else to say.

In this collection of essays, reprinted, for the most part, from *The Use of English*, 14 educators tell us what they like about 14 contemporary authors. Their plot-summaries and select quotations are helpful if you have a book token to spend or a project to prepare or a library to stock. But what the contributors *really* like is evidence of "Life decent, positive, ongoing." (Brian Jackson). To identify this is held to be the first duty of critics and the basis of their collective professional self-esteem.

Life-spotting involves raking over the territory with the critical faculty as a moral metal detector, alerting you to buried structures of feeling and complexities of response. You know the sort of thing: "Moral questions and their reverberations loom very large. The search for identity is made concrete . . ." (Rhodri Jones). Concrete or not, it's all treasure trove. Ours is a Golden Age of children's literature, they say, and every rift turns out to be value-laden with ore, from the deadly sins of "vulgarity, insensitivity and pettiness" to the still more deadly virtues of "maturity, integrity, the difference between good and evil".

Once extracted, the haul is recycled into heavily adjectival Merit badges for the protects, to be pinned on their breasts with the message: "Growing up is hard but with determination you can win through." (Rhodri Jones again.) Lucy Boston is awarded the "classic" title, Kathleen Peyton and Philippa Pearce "transcend" the genre, while poor old Charles Dickens comes off badly in a comparison with Leon Garfield.

It must be embarrassing for the authors—and, of course, it is not their fault. The lucky ones get commentators who stay close to the text and make no extravagant claims. Lesley Aers and Winifred Whitehead contribute soberly informative accounts of the novels of Joan Aiken and Cynthia Harnett respectively. Ian MacKillop discusses Russell Hoban's development in the light of his own response to the more enigmatic recent works. Dennis Saunders discourses pleasantly on a range of picture books which are, however, already well known and widely appreciated. Postscripts have been appended in order to update four essays published early in the decade.

The most ambitious chapters are the most speculative and the worst written. Not surprising, I suppose, since, if you define your field as cosmic, it takes a lot of covering. In his haste to keep up with the *zeitgeist*, Brian Jackson tosses out rhetorical questions like "What can we say except that children are children?", and risks drowning in the gush of his own lyricism—"The beautiful, piercing sense of childhood, swept along—and overswept—in the stream of time . . .". The prolific are usually prolix. Academic journalists, too busy to sift or prune, beaver away in sentences that dare not pause for breath, scrambling over the history of ideas, packing philosophies into parentheses, dropping names and half-chewed quotations right and left.

Such contributors clearly rely upon the indulgence of readers in their use of the house style, their reiteration of tired formulae and their bossy appropriation of "our feelings, our values, our personal relationships" to support their approach.

Still, it's worth remembering that the manners of a familiar coterie are the snug interior of an embattled pressure group, faithful proselytizers, honourably campaigning under their banner "English must be kept up." Now, more than ever, in the cold climate of the Cuts, fiction needs defenders. Dennis Butts as editor fulfils the modest promise of his title, and the booklists provided leave schools no excuse for ignoring reputable modern authors. Anyone who likes stories better than English work-cards—and there is hardly room for both in today's capitation allowance—should welcome this book.

Wrecks Wreckers & Rescuers
Kathleen Fidler
and Ian Morrison
A detailed, factual and imaginative study, by a popular children's writer and an experienced underwater archaeologist, of the long history of shipwreck and rescue, with reconstructions of eleven episodes ranging from the wreck of two Viking longships to the *Torrey Canyon* oil tanker disaster of ten years ago. Shows how examination of wrecked ships can give an extraordinary vivid picture of seaman's lives which serves to illuminate a long ago past.
28 pages 7 maps and 20 drawings.
£4.50
LUTTERWORTH PRESS

These witches illustrate the charm from "Macbeth" which is one of a plethora of good things in James Reeves's "The Autumn Book" (Heinemann £4.50). Readers of Mr Reeves's previous anthologies will not be surprised at the delightful variety, from Alison Uttley to Kilvert, John Clare to Lawrence, of fact, fiction, prose and verse. Colin McNaughton's illustrations provide an exact complement.

Quarry and forge

Granny Reardun. By Alan Garner.
Collins £2.50. 00 184288 9.

Alan Garner fans will be glad to know that the world of raddle and daub is back; dollytubs and donkey stoning, pobs and broggings and bassinets. Homespun details stand out in relief, like the literary branch of the old Craft Guilds. And despite the odd suspicion that Mr Garner is showing off (his catalogues of stone slates into "Princesses and Duchesses, Wide Doubles and Jenny-go-lighties" is amiably pretentious), there remains the sense of an age gone by, that still lives on in the Garner Quartet.

Granny Reardun forms the lynch-pin between its predecessors. Poised between worlds of quarry and forge, it traces a progress from Stone Age to Iron; from stone getters to brick setters, from monoliths to machines. The world is changing and Iron's "aback of everything".

But the view is tinged with retrospective irony. For the young Promethean who tells his grandfather "I'll not cut stone" is surely the grandfather who closes his smithy two generations later in *Tom Fobble's Day*. Time and tide wait for no man, but nor do they wait upon craft or machine. Block, forge and loom will have their day, but *The Stone Book* wears out eternity. And though Granny Reardun's weather-cock may top the church, it is an even bet that only the stone of the church endures. Already the trio is echoing with counterchimes and reverberations. We eagerly await the final volume.

Peter Fann

PRIMARY
Deputy Headships
continued from page 40

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Heads of Department

[illegible]

Other Posts on Scale 2 and above

[illegible]

Remedial Posts

[illegible]

Scale 1 Posts

[illegible]

TUNBRIDGE WELLS DIVISION
PADDOCK WOOD COUNTY PRIMARY SCHOOL
Paddock Wood
Roll 640
Required for January, 1978, if possible, TEACHER for Juniors. Ability to offer BOYS' GAMES an advantage.
Application forms from and to the Headmaster at the school. S.A.E.'s please.

County of Cleveland

PRIMARY SCHOOLS

SCALE 2 POST

BEECH GROVE JUNIOR SCHOOL
Beech Grove, South Bank, Middlesbrough, Cleveland TS6 6SU
Required from Easter, 1978, or as soon as possible, a suitably qualified and experienced teacher in this Group 5 S.P.A. school with particular responsibility for Language Development and the Co-ordination of the Remedial Programme in the school.

SCALE 2 POST (RE-ADVERTISEMENT)

BELMONT JUNIOR SCHOOL
Lauderdale Drive, Guisborough, Cleveland
Required for Easter, 1978, or as soon as possible, a suitably qualified and experienced teacher to be responsible for the development of Art throughout the school. Candidates should possess a deep understanding of the place of Art within the curriculum of a junior school and the ability to provide constructive guidance for colleagues in this field.
CLOSING DATE 28th NOVEMBER, 1977.
Financial assistance with household removal expenses is available in approved cases.
Application may be made by letter or on application forms obtainable from the Head Teachers at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.
Letters of application and completed application forms should be submitted direct to the Head Teacher within 14 days of the appearance of this advertisement, unless otherwise stated.

PRIMARY
Scale 1 Posts
continued

KIRKLEES
METROPOLITAN COUNCIL
CROSLAND MOOR JUNIOR SCHOOL
Dryclough Road, Croslandmoor
Huddersfield HD4 5HX
Required for February 1978, a temporary TEACHER, Scale 1 for a class of first year Juniors.
Application forms and further particulars (S.A.E., please) available from the Director of Educational Services, Oldgate House, Oldgate, Huddersfield.

KIRKLEES
METROPOLITAN COUNCIL
BATLEY PARISH C.E. (A) JUNIOR AND INFANTS' SCHOOL
Stocks Lane, Batley WF17 8PA
Required for January, 1978, TEACHER, Scale 1, for six to seven year olds in the first instance, but willingness to teach throughout the five to eight age range essential.
Application forms (S.A.E., please) from Rev. G. N. Tattersall, The Vicarage, Churchfield Street, Batley, to whom completed forms should be returned without delay.
HIGH BANK FIRST SCHOOL
Eighth Avenue, Liversedge WF15 8JB
Required for January, 1978, TEACHER, Scale 1, with Infant training and/or experience, for a group of third-year children.
Application forms (S.A.E.) please from the Director of Educational Services, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to whom they should be returned as soon as possible.

LEICESTERSHIRE
WYVERN INFANT SCHOOL
Wyvern Avenue, Leicester
Scale 1
Qualified TEACHER for nursery class. Should be nursery trained.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (S.A.E.).

LINCOLNSHIRE
ASSISTANT TEACHERS
Burnham Scale 1: £2,697 to £4,239
SURFLEET SEA'S END COUNTY PRIMARY SCHOOL
(Roll 55)
For April or earlier, TEACHER for Lower Juniors. MUSIC an advantage.
WYBERTON COUNTY PRIMARY SCHOOL
(Roll 316)
For January, TEACHER for First and Second Year Juniors.
ASSISTANT TEACHER
BOSTON PILGRIM HOSPITAL SCHOOL
Burnham Scale 1 £2,697 to £4,239. Experienced Nursery/Infant TEACHER capable of taking wider age range if necessary. Art and Craft essential. Able to [illegible] kindly [illegible] in dealing with sick children.
Forms for the above posts from the Divisional Education Officer, County Hall, Boston, Lincs. (Mark envelope "Application—Teacher" and enclose S.A.E.) Closing date 2nd December, 1977.
ASSISTANT TEACHER
EAGLE COUNTY PRIMARY SCHOOL
Burnham Scale 1 £2,697 to £4,239 (Number on roll 77)
Required for January, 1978, TEACHER for Lower Junior Class. Ability to teach MUSIC an advantage.
Application forms on receipt of S.A.E. from the Headmaster at the School, Eagle, Lincoln, to whom they should be returned by 2nd December, 1977.
ASSISTANT TEACHER
LINCOLN, MOUNT STREET FIRST SCHOOL
Burnham Scale 1 £2,697 to £4,239 (Number on roll 270)
TEACHER for Lower Infants is required from January, 1978. MUSIC would be an advantage.
Application forms on receipt of S.A.E. from the Headmistress at the School, Mount Street, Lincoln, to whom they should be returned by 25th November, 1977.

LONDON
LATYMER UPPER SCHOOL
Hammersmith, London W6 9LR
(H.M.C., Direct Grant, going Independent, 1,100 boys)
Required in January, 1978, a qualified and preferably experienced TEACHER of class subjects including MATHEMATICS for nine and 10-year-old boys in the Preparatory Department. This could be a part-time or full-time appointment.
Applications, together with full curriculum vitae and the names of two referees, should be sent as soon as possible to the Headmaster, Latymer Upper School, King Street, Hammersmith, W6 9LR.

NORTH YORKSHIRE
COUNTY COUNCIL
FAIRBURN COUNTY PRIMARY SCHOOL
Required for January 1978, a TEACHER for infants in this village school. Some musical ability an advantage. Applications are invited from suitably experienced teachers.
Application forms from the Area Education Office, Dept. A, 60 Piccadilly, York, YO1 1PW, (S.A.E. please) to whom completed application forms should be returned within 14 days of this advertisement.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
CLATTER C.P. SCHOOL
Newtown
Required for 1st January 1978, or such later date as may be agreed: Infant trained or experienced TEACHER. Applicants must be able to teach through the medium of Welsh. Needlework desirable. Scale 1 post. (Ref. 142/N/71.)
Application forms and further particulars obtainable from the undersigned (S.A.E., please) to whom completed forms should be returned by 1st December 1977.
Robert W. Bevan, Director of Education, Education Department, Powys County Hall, Llandrindod Wells.

SURREY
ST. BEDE'S C.E. MIDDLE SCHOOL
Send, Woking
Required January TEACHER 3rd year (10-plus). Strong interest in music. London Fringe Allowance.
Application forms from Area Education Office, North Street, Guildford.

SUTTON
(London Borough of)
THE AVENUE PRIMARY SCHOOL
Avenue Road, Belmont Sutton
Surrey
Required for January, 1978: Infant TEACHER, Scale 1, for the reception class.
Application forms from the Head of the school.
Closing date: 2nd December, 1977.

SUTTON
(London Borough of)
HOLY TRINITY C. of E. JUNIOR SCHOOL
Bute Road, Wallington, Surrey
A committed Christian TEACHER required who will want to continue close links with the local Evangelical Church. Suitable for first appointment but a Scale 2 might be available for a suitably qualified and experienced candidate.
An ability to help with games and music an advantage.
Application forms available from Head of school. Closing date 25.11.77.

SUTTON
(London Borough of)
MUSCHAMP JUNIOR SCHOOL
Muschamp Road, Carshalton,
Surrey
Required for January, 1978: An enthusiastic well-qualified, experienced class TEACHER for a mixed ability first year junior class. Scale 1 post.
A sound working knowledge of basic subjects is essential and an ability to play the piano an advantage.
Application forms from Head of school.
Closing date: 2nd December, 1977.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The borough is within easy access of Central London and bordered by Epping Forest.
Required for January, 1978:
MAYVILLE INFANTS SCHOOL
Mayville Road, Leytonstone,
London, E.11
Head Teacher, Mrs. M. Pheimister. Scale 1 post. Qualified NURSERY TEACHER to take charge of nursery class.
London allowance £297 and social priority allowance payable.
Application forms obtainable from (upon receipt of S.A.E.) and returnable to the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.
Closing date: December 2, 1977.

WEST SUSSEX
COUNTY COUNCIL
SOUTHERN AREA
FISHERSGATE FIRST SCHOOL
Gardner Road, Portslade by Sea, Brighton
Required January/April: Scale 1 TEACHER for class of six-year-olds. Please state special interests.
Form from Area Education Office, 15 Mill Road, Worthing, on receipt of S.A.E. and returnable to Headmistress at School.

WEST SUSSEX
NORTH-EASTERN AREA
ST. ANDREW'S C. of E. SCHOOL
Weald Drive, Furnace Green
Crawley, Sussex
Scale 1 TEACHER—GENERAL SUBJECTS with SCIENCE for January, 1978.
Favourable housing scheme. London Fringe Area Allowance.
Form and details from Education Officer, Goffs Park House, Horsham Road, Crawley, Sussex, on receipt of S.A.E.

Middle School Education

Deputy Headships Senior Masters/ Mistresses

DONCASTER
EDUCATION COMMITTEE
BARNBY DUN MIDDLE SCHOOL
Top Road, Barnby Dun,
Doncaster DN3 1DB
Telephone Doncaster 882954
Required for January, 1978 or as soon as possible. Group 4 DEPUTY HEAD.
Salary range: £3,834 to £5,037.
Application forms available from the Director of Education, [illegible], Doncaster DN1 3BT. S.A.E., please.
Closing date: November 24, 1977.

By Subject Classification

Art and Design

Scale 1 Posts

NORTHUMBERLAND
COUNTY COUNCIL
PRINCESS LOUISE COUNTY MIDDLE SCHOOL
Princess Louise Road
Blyth, NE24 3NL
TEACHER for ART and CRAFT (including Pottery). Scale 2.
Please state other subjects offered and particular interests.
Up to 75 per cent removal expenses and lodging allowance in approved cases.
Application forms (returnable by 2nd December) obtainable by sending a S.A.F.E. to the Head Teacher.

Domestic Subjects

Scale 1 Posts

SUFFOLK
COUNTY COUNCIL
GREAT CORNARD MIDDLE SCHOOL
(Mixed Comprehensive; nine to 13: 700 on roll)
Required for January or April 1978: TEACHER (Scale 1) able to offer HOME ECONOMICS with some SCIENCE and GENERAL TEACHING.
Further details and application forms obtainable (stamped addressed foolscap envelope, please) from the Headmaster, Great Cornard Middle School, Great Cornard, Sudbury, Suffolk.

Mathematics

Other Posts on Scale 2 and above

EALING
(London Borough)
EDUCATION SERVICE
PERIVALE MIDDLE SCHOOL
Federal Road, Perivale, Greenford, Middlesex
(Age ranges eight to 12 years)
Required for April, 1978, an experienced TEACHER to take a third and fourth year class and to coordinate MATHEMATICS throughout the school.
Scale 2/3, according to experience, for suitably qualified applicant.
£402 London allowance.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses, whilst looking for accommodation.
Application forms (S.A.E.) from Headmaster, to be returned as soon as possible.

Physical Education

Other Posts on Scale 2 and above

DUDLEY
METROPOLITAN BOROUGH
LUTLEY MIDDLE SCHOOL
Brookwillow Road, Halesowen,
West Midlands B63 1BU
(10 to 13: 565 on roll)
Required for January, 1978, TEACHER for BOYS' PHYSICAL EDUCATION and one other subject, preferably Mathematics. Scale 2 post available for suitably experienced applicant.
Further particulars and application forms from the Headmaster, to whom completed forms should be returned urgently (telephone number 021-550 0897).

Science

Scale 1 Posts

NORTHUMBERLAND
COUNTY COUNCIL
PONTELAND COATES ENDOWED SPECIAL AGREEMENT MIDDLE SCHOOL
Thornhill Road, Ponteland,
Newcastle upon Tyne,
NE20 9QB
9 to 13 age range
470 pupils on roll
CURRICULUM CO-ORDINATOR FOR SCIENCE
(Scale 2)
Required for January or as soon as possible thereafter. Experienced and enthusiastic SCIENTIST to be responsible for subject throughout the school. Knowledge of Nuffield Combined Science and Science five to 13 essential.
Up to 75 per cent removal expenses and lodging allowance in approved cases.
Application forms, returnable by December 2nd, and further details obtainable by sending a foolscap S.A.E. to the Head Teacher.
ASHINGTON ALEXANDRA MIDDLE SCHOOL
Second Avenue, Ashington,
Northumberland, NE63 9HD
TEACHER FOR SCIENCE
Interest in Field Studies/Games an advantage. Up to 75 per cent removal expenses and lodging allowance in approved cases.
Application forms, returnable by December 2nd, obtainable by sending a foolscap S.A.E. to the Head Teacher.

Other than by Subject Classification

Other Posts on Scale 2 and above

EALING
(London Borough)
EDUCATION SERVICE
CLIFTON MIDDLE SCHOOL
Clifton Road, Southall,
Middlesex UB2 5QP
TEACHER required from January 1978, if possible, or April 1978 in this Social Priority multicultural school. Please state interests. Qualifications and/or experience in RELIGIOUS EDUCATION and/or AUDIO VISUAL AIDS would be particularly helpful.
Scale 2 post is available for suitably experienced and qualified candidate but applications are also invited for a First Appointment.
£402 London Allowance and Social Priority payments.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.
Application form (S.A.E.) from Head Teacher to be returned as soon as possible.

Scale 1 Posts

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN DIVISION
BUTLERS COURT COUNTY MIDDLE SCHOOL
Wattleton Road, Beaconsfield.
Head, B. J. Vincent, B.Sc.
(Number on roll, 571 boys and girls)
Experienced ASSISTANT TEACHER required for spring term, 1978, to take fourth year class (ages 11 to 12). Temporary appointment in first instance.
London fringe area allowance of £120 per annum payable in addition to Burnham salary.
Apply by letter, to the Head, giving full curriculum vitae and names and addresses of two referees.

DUDLEY
METROPOLITAN BOROUGH
GREENHILL MIDDLE SCHOOL
Long Lane, Halesowen, West Midlands B62 9JD
(9 to 13: 600 on roll)
Required for January 1978: TEACHER of GENERAL SUBJECTS for nine to 10-year-olds. Music an advantage.
Further particulars and application forms from the Headmaster to whom completed forms should be returned urgently (telephone number 021-422 3117).

EALING
(London Borough)
EDUCATION SERVICE
BRENTSIDE MIDDLE SCHOOL
Kennedy Road, Hanwell W7 1JG
Required for January, 1978, TEACHER for eight sessions per week. A particular interest in teaching MATHEMATICS an advantage.
Application forms (S.A.E.) from the Headmaster, to be returned as soon as possible.

HARROW
EDUCATION COMMITTEE
VAUGHAN MIDDLE SCHOOL
Vaughan Road, West Harrow,
Middlesex
Tel. No. 01-427 7222
Temporary TEACHER (Scale 1) required to cover pregnancy of a member of staff for 1½ terms from January. Applicants should be willing to teach gymnastics, games and some general curriculum work.
Application forms from and to be returned to the Head of the School by 28 November 1977 (Please enclose stamped addressed envelope).

WEST SUSSEX
NORTH-EASTERN AREA
BISHOP BELL MIDDLE SCHOOL
Loppets Road, Tilgate, Crawley,
Sussex
Required for January or Easter, good General TEACHER with special interest in Boys' Physical Education and Games.
Housing available for suitable applicant.
London Fringe Area Allowance.
Form and information from Headmaster.

WEST SUSSEX
SOUTHERN AREA
DOWNSBROOK C. MIDDLE SCHOOL
Penfold Road, Worthing
Required January/April, qualified TEACHER of GENERAL SUBJECTS including GAMES. Willing to participate in school activities. State special abilities and interests.
Form from Area Education Officer, 15 Mill Road, Worthing, on receipt of S.A.E., returnable to Headmaster at school.

Secondary Education

Headships

AVON COUNTY
CHASE SCHOOL FOR BOYS
Mangotsfield, Bristol, BS17 3NL
Applications invited for the HEADSHIP of this School. Salary in accordance with Group 9. Vacancy from 3rd April, 1978.
S.A.E. for further details and application form returnable by 2nd December from Director of Education, PO Box 57, Avon House North, St James Barton, Bristol BS99 7EB.

BARNET
(London Borough of)
QUEEN ELIZABETH'S GIRLS' SCHOOL
High Street, Barnet, EN5 5RR
Telephone 01-449 2984
(Roll 632 girls: Sixth Form 125)
Required for September 1978: Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD TEACHER (Group 10). School reorganised from September 1977 from three-form entry Grammar to five-form entry Comprehensive.
Building extensions in course of completion.
Schemes for payment of removal expenses and separation allowance in approved cases.
Further particulars and application forms obtainable from Director of Educational Services, Town Hall, Friern Barnet, N11 (S.A.E.). Completed forms should be returned by [illegible] December 1977.

CLWYD
COUNTY COUNCIL
MYNYDD ISA HIGH SCHOOL
(11-16 mixed comprehensive)
Applications are invited for the HEADSHIP, Group 7, of this school, which could rise to Group 8 in due course.
The Authority is currently proposing to establish in the first instance a 4-form entry school for approximately 600 pupils aged 11-16. The first phase of 360 places is currently under construction and will be completed by the beginning of the next school year. The second phase of 240 places will be included in the 1979/80 Building Programme.
In September, 1978, the school will open with a first year intake of approximately 100/120 pupils and will build up to its full size over a five year period.
The successful candidate will be expected to commence duties in April, 1978.
Application forms and further particulars may be obtained from the undersigned to whom completed forms should be returned by November 28th.
John Howard Davies, Director of Education, Shire Hall, Mold.

HAMPSHIRE
REGENTS PARK GIRLS SCHOOL
Group 10
Applications are invited for appointment to the HEADSHIP of this 11 to 16 Girls' comprehensive school from September 1978.
The pattern of Secondary Education in Southampton is neighbourhood Comprehensive Schools (11 to 16 years) and open-access Secondary Colleges (16 to 19 years).
Further particulars and application forms may be obtained by sending S.A.E. to: The Area Education Officer (SW1), Arundel Tower North, Portland Terrace, Southampton SO9 4XE.
Closing date for applications: [illegible] November 1977.

TRAFFORD
(Metropolitan Borough of)
EDUCATION DEPARTMENT
GREAT STONE SECONDARY SCHOOL FOR BOYS
Buckingham Road, Gorse Hill
Stretford M32 0RU
061-872 3980
HEAD TEACHER, GROUP 8
Application forms and further details available from Education Department, Town Hall, Sale, returnable by 2nd December, 1977.

WIRRAL
(Metropolitan Borough of)
WEATHERHEAD SECONDARY COMPREHENSIVE SCHOOL
Mount Pleasant Road
Wallasey, Merseyside L45 [illegible]
Roll [illegible] girls, 13 to 18 years
Group 11. 9 F.E.
For September, 1978
HEAD TEACHER
Application forms and further details from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Merseyside L41 6NH (S.A.E. please).
Closing date 5th December, 1977.

Deputy Headships Senior Masters/ Mistresses

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
OVENDEN SECONDARY SCHOOL
Nursery Lane, Ovenden, Halifax
Required from 1st May, 1978, or earlier if possible, SENIOR MISTRESS/MASTER (Deputy Head Group 9) to carry major responsibility for Girls' Welfare and day-to-day administration in this 11-16 co-educational school which, under current reorganization plans, will develop into 11-16 comprehensive. Teaching subject immaterial.
Application forms and further details obtainable, on receipt of foolscap S.A.E., from the Head Teacher, to whom completed forms should be returned by 2nd December, 1977.

KENT County Council
Education Department

ASHFORD DIVISION
Re-advertisement
HIGHWORTH SCHOOL
FOR GIRLS (GROUP 10)

Applications are invited from suitably qualified and experienced teachers for the post of

HEADMASTER OR HEADMISTRESS

of this Upper School from the beginning of the Summer Term 1978. The roll is 560 (13 to 18 years) and pupils are admitted from High Schools at the age of 13 on the basis of guided parental choice for academic courses. Some pupils are boarders.

Application forms and particulars (S.A.E. please) from the Divisional Education Officer, Elwick Road, Ashford, to whom applications should be returned by 2nd December, 1977.

Educational Appointments

Required for 1st May, 1978.
(Application forms and further details obtainable from and returnable to the Education Officer, 50 Huddersfield Road, Barnsley, by the 28th November, 1977.) (SAE, please.)

DEARNESIDE SCHOOL, Goldthorpe Road
Goldthorpe, Rotherham
Headteacher: L. Dickinson, B.A.
SECOND MASTER/MISTRESS (Deputy Head Group 11 Scale). Applications are invited from teachers with suitable qualifications and experience to share with the Head and existing male and female Deputy Heads in the administration of this mixed comprehensive school for approximately 1,050 pupils aged 11-16 years.

OAKS SCHOOL, Cypress Road
Kendray, Barnsley
Present Headteacher: F. Parkin
Headteacher Designate: A. V. Kent, B.A.
DEPUTY HEADMASTER/HEADMISTRESS (Group 9). Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head at this 11-16 mixed comprehensive school for approximately 700 pupils. The school is on a campus with junior and infant schools and a new community centre. Interest in community involvement would be an advantage.

DONCASTER ROAD J AND I SCHOOL
Doncaster Road, Barnsley
HEADTEACHER, Group 5.
of this large junior and infant school which serves a central district of Barnsley (282 on roll).

DODWORTH C.E. (AIDED) INFANT SCHOOL
Dodworth, Barnsley
Headteacher: Miss M. Child
DEPUTY HEADTEACHER, Group 3.
at this established infant school serving the township of Dodworth (60 on roll).

CUDWORTH R.C. J. AND I. SCHOOL
Prospect Street, Cudworth, Barnsley
Headteacher: J. Wedgwood
DEPUTY HEADTEACHER, Group 2.
The school serves the Cudworth area and has ample accommodation (73 on roll).

BARNSLEY
Metropolitan Borough

Bedfordshire

Headship

Biddenham Upper School Bedford

GROUP 11 **From APRIL 1978**

Applications are invited for the Headship of this new Group 11 Upper School, to serve the west side of Bedford, which is due to open in September, 1979, with a comprehensive intake of 200/300 pupils aged 13-plus. It is intended that good academic courses shall develop quickly, leading to the establishment of a large Sixth Form. The school is expected to develop progressively to provide for 1,100 pupils. Reorganisation on a three tier basis began in the area in September, 1971.

Application forms and further details obtainable from: D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford.
Closing date 5th December, 1977.

SECONDARY
Deputy Headships
continued

CHESHIRE
EDUCATION COMMITTEE
BROOKVALE COUNTY COMPREHENSIVE SCHOOL
Hardfield Avenue, Murdishaw
Runcorn
Required for 1st May 1978: DEPUTY HEAD TEACHER (Group 10).
Brookvale is a new, 11 to 18 mixed, purpose-built school, opening in pleasant surroundings in September 1978. Initially, it will have first and second-year pupils only. The early appointment is to enable the Deputy to assist the Head during the setting-up process.
Application forms and further particulars (enclose S.A.E.) from Mrs. J. Phillips, Head Teacher, c/o The District Education Office, Grosvenor House, Shopping City, Runcorn. Closing date for applications: 2nd December 1977.

CHESHIRE
EDUCATION COMMITTEE
POYNTON COUNTY HIGH SCHOOL
Yew Tree Lane, Poynton,
Stockport, SK12 1PU
DEPUTY HEAD Group 11
For this 11 to 18 co-educational comprehensive school on roll 1,450. Candidates should have had wide experience in comprehensive schools and be able to make a major contribution to the full academic and pastoral life of the school.
Applications to be returned within two weeks of this advertisement to the Head. Foolscap S.A.E. please.

ESSEX
SOUTHEND HIGH SCHOOL FOR GIRLS
(Roll 785)
Southchurch Boulevard,
Southend-on-Sea
Telephone: Southend (0702) 588852
SENIOR TEACHER
For Girls' Grammar School, Group 10, preferably for Summer, 1978, but the appointment could be postponed until September, 1978, for suitable candidate. Successful candidate will be expected to look after girls' welfare and be in charge of Fifth Forms. State subjects offered.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned (foolscap, S.A.E. please).

KENT
TUNBRIDGE WELLS
THE SKINNERS' SCHOOL
(Voluntary Aided Grammar School of 690 boys aged 11 to 18: 170 in Sixth Form)
Applications are invited for the DEPUTY HEADSHIP, vacant in September, 1978. Candidates are invited to state teaching subjects: the present Second Master teaches History. Salary Scale: Group 10.
Further details are available from the School on request. Apply by letter to the Headmaster by November 25, giving curriculum vitae and naming two referees.

KINGSTON upon Thames
(Royal Borough of)
HOLLYFIELD SCHOOL
Surbiton Hill Road, Surbiton
Surrey, KT6 4TU
Telephone: 01-399 2697
(1,000 pupils: 11 to 18 mixed)
Required for Easter 1978: DEPUTY HEAD (Group 11) to co-ordinate pastoral care, including girls' welfare and discipline, as well as assisting with general organisation as part of the senior administrative team.
Salary: Burnham Scale Group 11 plus London Allowance (£297).
Assistance may be provided with removal expenses.
Application forms, together with further information, obtainable from the Chief Education Officer, Tolworth Tower, Surbiton, Surrey, KT6 7EE (to be returned within 14 days of this advertisement). Applicants are welcome to visit the school by appointment with the Headmaster.

KINGSTON upon Thames
(Royal Borough of)
TOLWORTH GIRLS' SCHOOL
Fullers Way North, Tolworth, Surbiton, Surrey KT6 7LQ
(Group 11)
Required for April, 1978, a DEPUTY HEAD TEACHER for this county secondary school with a well-established sixth form with "A" and "O" level and C.S.E. courses. The vacancy arises with the retirement of one of the present Deputy Headmistresses at the end of the spring term, 1978.
Salary: Burnham Scale, Group 11, plus London allowance £297.
Assistance may be provided with removal expenses.
Application forms, together with further information, obtainable from the Chief Education Officer, Tolworth Tower, Surbiton, Surrey KT6 7EE, to be returned within 14 days of this advertisement.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
RUTHERFORD SCHOOL
Appointment of SECOND DEPUTY HEAD TEACHER (Group 12)
Required for September, 1978, a suitably qualified and experienced TEACHER for appointment to the post of SECOND DEPUTY HEAD TEACHER of this County Co-educational Comprehensive School for 1,480 pupils.
The school is in Group 12 for salary purposes, i.e., within the range £5,300 to £6,924 per annum plus £312 and £189 per annum supplements.
Application forms and further particulars, obtainable from the Director of Education, Civic Centre, Newcastle upon Tyne, NE1 8PU, should be completed and returned to this department by the 2nd December, 1977.

REDBRIDGE
(London Borough of)
DEPUTY HEAD
WOODBRIDGE HIGH SCHOOL
St. Barnabas Road
Woodford Green, IG8 7DH
Tel. 01-504 9818
Head: Mr A. C. R. Duke, M.A.
Suitably qualified and experienced DEPUTY HEAD required for Easter, in this well established 11-18 mixed comprehensive school (Group 11).
The person appointed would play a vital role in the administration and general policy making of the school. Candidates should have had substantial experience in a senior post in a large secondary school.
Outer London Allowance is payable.
Further details and application forms are available from the Headteacher at the school. The closing date for applications is Friday, 9th December, 1977.

Remedial Posts

Heads of Department

EAST SUSSEX
COUNTY COUNCIL
BRIGHTON AREA
PATCHAM FAWCETT HIGH SCHOOL FOR BOYS
Ladies Mile Road, Patcham
Brighton
Re-advertisement
Required April or September, 1978, HEAD of REMEDIAL Department, Scale 3. Experienced teacher to undertake responsibility for Remedial Education. Responsibilities will include Diagnosis, Testing and Assessment or Curriculum Development.
Relocation Grants Scheme in approved cases.
Application forms available from, and for return to, the Headmaster at the school by 30th November.

HAMPSHIRE
OAK FARM SCHOOL
Chaucer Road, Farnborough
Comprehensive Mixed 11-16
(Number on roll 950)
Required for January/April, 1978: Scale 2 post—REMEDIAL SPECIALIST in charge of remedial work within the school.
Letter of application nominating two professional referees to Head Teacher with S.A.E. for details.

Other Posts on Scale 2 and above

DEVON
ADVISORY REMEDIAL TEACHER
Applications are invited from suitably qualified persons for the post of ADVISORY REMEDIAL TEACHER to serve an area around Exeter. Additional qualification and experience essential but post suitable for a young enthusiastic person. Re-advertisement. Previous applicants who wish to be reconsidered should contact the Area Education Officer.
Scale 3 post.
The successful applicant will be expected to take up the appointment in April 1978.
Application forms and further details (S.A.E. please) from Area Education Office, Morwenstow, 7 Barnfield Crescent, Exeter, returnable by 30th November 1977.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
VINTERS BOYS' SCHOOL
Maidstone
(11 to 16 High School, Roll: 850)
GRADUATE TEACHER required April, 1978, as TUTOR to the Remedial Unit, Scale 2, responsible for organising, on a withdrawal basis, the special remedial education of boys in this school delightfully situated in over 40 acres of wooded parkland. The post offers considerable scope for a teacher with drive and initiative.
The successful applicant will have training and experience in remedial education with, in addition, strong interests, and preferably professional training, in the field of counselling and pastoral care.
Apply to the Headmaster at the school for further details and application form.

KIRKLEES
METROPOLITAN COUNCIL
HOLMFIRTH HIGH SCHOOL
Heys Road, Holmfirth,
Huddersfield HD7 2SE
Required for Easter, 1978, HEAD of REMEDIAL DEPARTMENT, Scale 3, to continue the work of this established department. It is possible to offer some work outside the department. The school is situated in a pleasant rural urban valley, five miles south of Huddersfield and is within easy reach of three motorways.
Application forms and further particulars (S.A.F.E., please) from the Head Teacher.

Scale 1 Posts

AVON COUNTY
MERRYWOOD BOYS' SCHOOL
Daventry Road, Knowle, Bristol BS4 1QD
Required for January, a TEACHER for REMEDIAL WORK (special class allowance) mainly with pupils in the lower school age range. The ability to offer some help in another specialist subject (please state which) would be an advantage. Preference will be given to candidates already employed by Avon.
Application, giving names of two referees, to the Headmaster at the school immediately.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
THE SHEPPEY SCHOOL
Headmaster, R. O. Barson, B.A.
Purpose-built upper comprehensive school, mixed (13-19).
Number on roll, 1,800-plus
Specialist TEACHER required for REMEDIAL SUBJECTS, Scale 1.
Letters of application, together with a curriculum vitae and names and addresses of two referees, direct to the Headmaster, The Sheppey School, Minster Road, Minster, Sheppey, Kent, as soon as possible, please.

LEICESTERSHIRE
BURLEIGH COMMUNITY COLLEGE
Thorpe Hill, Loughborough,
Leicestershire
In the Leicestershire Plan for the Organisation of secondary education
Upper 14 to 18
Roll: 1,400
REMEDIAL EDUCATION
Scale 1
Required January or April, 1978. A teacher for slow learning pupils (14 to 18). The College offers wide opportunities for youth work, community education and could include some specialist teaching in this appointment.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (S.A.E.).

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
GOSFORTH HIGH SCHOOL
Appointment of REMEDIAL TEACHER (Scale 1).
Required for January, 1978, or as soon as possible thereafter, a suitably qualified and experienced REMEDIAL TEACHER for appointment to a Scale 1 post at this county co-educational comprehensive high school for pupils between the ages 13 to 18 years.
Application forms and further details, obtainable from the Headmaster, Gosforth High School, Knightsbridge, Gosforth, Newcastle upon Tyne NE3 2JH, on receipt of a stamped addressed foolscap envelope.

POWYS
COUNTY COUNCIL
LLANDRINDOD HIGH SCHOOL
Dyffryn Road, Llandrindod
Wells, Powys
(11-18 Comprehensive)
(Number on roll 800)
Required for 1st January, 1978 or later as may be agreed, a qualified ASSISTANT TEACHER to assist in the TEACHING of REMEDIAL EDUCATION. Ability to help with the teaching of Mathematics would be an advantage (Scale 1) (Ref. 117/[illegible]/7).
Application forms and further particulars available from the Headmaster (S.A.E. please) to whom completed forms should be returned by 1st December, 1977.

SANDWELL
(Metropolitan Borough of)
WODENSBOROUGH HIGH SCHOOL
Hydes Road, Wednesbury
West Midlands
Required for January, 1978 — ASSISTANT TEACHER for GENERAL SUBJECTS to work in the Remedial Department of the school—Scale 1 post.
This is a temporary appointment for one term.
Application forms and further details available from, and returnable to, the Head Teacher at the school. Closing date, 28th November, 1977.

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
ST. THOMAS AQUINAS HIGH SCHOOL
St Nicholas Drive, Bootle,
Merseyside
Required for January, 1978: ASSISTANT TEACHER Scale 1 to help with Remedial teaching throughout the school and to assist with the teaching of English with more able pupils.
Application form from the Headmaster at the school, to whom completed form should be returned by Friday, 25th November, 1977.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for January, 1978:
DEANSFIELD SCHOOL
Compensatory Department
Scale 1
This mixed comprehensive opened in new buildings in 1968 and has excellent facilities in all areas of the curriculum.
Application forms available from the Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4DB, to whom they should be returned within 10 days of this advertisement. (S.A.E., please.)

By Subject Classification

Art and Design

Heads of Department

BERKSHIRE
BRACKNELL SCHOOL
Rectory Lane, Bracknell
Roll: 1,450
Required from the beginning of summer term 1978:
A HEAD of DESIGN, Scale 4, to co-ordinate the work of Art, Technical and Home Economics Departments. An experienced teacher is required with qualities of leadership and organization who has held a senior post in the Technical Department of a school and has a wide knowledge of aesthetic and technological design. London Fringe Allowance £150.
Lodging allowance and removal expenses schemes in operation. Possibility of housing.
Forms and further details from Head (S.A.E.). Closing date 5th December, 1977.

LEICESTERSHIRE
REDMOOR HIGH SCHOOL
Wykin Road, Hinckley, Leics.
In the Leicestershire Plan for the organisation of secondary education
High 11-14
Roll 435
HEAD OF DESIGN
Scale 3
Required April. A key post in this new and growing open plan school. Block time labelling of mixed ability groups. Ability to specialize in heavy crafts desirable.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (S.A.E.).

SHROPSHIRE
EDUCATION COMMITTEE
SIR JOHN TALBOT'S GRAMMAR SCHOOL
Heath Road, Whitchurch SY13 3JH
Experienced enthusiastic TEACHER (Scale 4) with design engineering bias. New suite in nascent Comprehensive. Easter or September.
Further details from Headmaster (S.A.E.).

Other Posts on Scale 2 and above

HILLINGDON
(London Borough of)
ABBOTSFIELD SCHOOL
Clifton Gardens, Hillingdon
UB10 0EX
(Number on roll 994—103 in Sixth form)
Head Teacher: P. J. Woods, B.A.
ART/CERAMICS TEACHER (Scale 2). Required for April, 1978 (or earlier if possible) an experienced and energetic 3D teacher with special interest in ceramics. The Art and Design Department consists of four full-time art staff plus a technician and has four fully equipped art studios.
The person appointed would be required to teach Art and Crafts to A.E.B. "A" level. Pottery to London "A" level as well as mode 3 C.S.E. course for fourth, fifth and sixth form pupils.
Application forms from and returnable to the Head Teacher.
London Allowance payable.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE WELLS DIVISION
HIDEWAY SECONDARY SCHOOL
The Ridgeway, Southborough
Tunbridge Wells
Roll: 685 (11-17, Mixed)
For January, 1978 if possible, or April:
TEACHER to take ART throughout the school to C.S.E. and "O" level. Keen interest in graphics/printing/painting and in working with other departments (e.g. Craft, Drama) is desirable. Scale 2 could be available for well qualified and experienced candidate but application for Scale 1 will be considered.
Applications, by letter, to the Headmaster, naming two referees.

Scale 1 Posts

DERBYSHIRE
ST. HELENA SENIOR HIGH SCHOOL
Sheffield Road, Chesterfield
S41 7JN
(Number on roll 670)
For January, TEACHER for ART throughout the school to "O" and "A" levels, to take responsibility for drawing, painting and the development of new courses.
Applications by letter, with curriculum vitae and details of two referees, to the Headmistress at the school.

DUDLEY
METROPOLITAN BOROUGH
EARLS HIGH SCHOOL AND COMMUNITY COLLEGE
Kent Road, Halesowen,
West Midlands, B62 8PJ
(13-18 co-educational comprehensive, 850 on roll)
Required for January, 1978, if possible, qualified TEACHER of TEXTILES DRESS with experience of pattern cutting and screen printing to work within the Art Department. The successful candidate will be responsible for teaching the subject throughout the school up to and including C.S.E. Needlework and Embroidery and J.M.B. "O" level Craft. Scale 2 post could be available for suitably experienced candidate, preferably with an Art training.
Further particulars and application forms from the Headmaster, to whom completed forms should be returned urgently—or telephone 021-422 0263.

HARINGEY
(London Borough of)
HIGH CROSS SCHOOL
High Road, Tottenham, N17
Seven-form entry Girls' Comprehensive School
ASSISTANT TEACHER of ART required from January. Candidates should ideally have had some experience of examination work, together with a special interest and ability in the field of screen, fabric printing. Some interest in other ceramics or photography is also desirable.
Social Priority Allowance £201 to £276. London Allowance £402.
Removal expenses—100 per cent allowed.
Forms of application (S.A.E. or S.T.A.P.) available from the undersigned to be returned to Head of School as soon as possible.
Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

HEREFORD AND WORCESTER
(County Council of)
EDUCATION DEPARTMENT
WORCESTER, PERDISWELL SECONDARY SCHOOL
Bilford Road, Worcester
WR3 8HN
Required for beginning of Spring term, or as soon as possible after, ASSISTANT TEACHER for ART and CRAFT (Scale 1) to join a team of staff in the Design Faculty. Well-equipped Design Wing with integrated Design course operating.
Further particulars and application forms can be obtained from the Headmaster upon receipt of an S.A.E. (foolscap).

KIRKLEES
METROPOLITAN COUNCIL
BIRKDALE HIGH SCHOOL
Birkdale Road,
Dewsbury WF13 4HQ
Required for January, 1978: Temporary TEACHER of ART for one term to share in the work throughout the school.
Applications by letter with curriculum vitae and names and addresses of two referees to the Head Teacher as soon as possible.

LIVERPOOL
Applications are invited for the following posts required for January. Forms obtainable from (S.A.E.) and returnable to the Headteacher by November 28.
ASSISTANT for POTTERY and ART Scale 1
GATEACRE MIXED COMPREHENSIVE SCHOOL
Grange Lane, Liverpool L25 4SD
Quote ref. 572(b)
ASSISTANT for ART and CRAFT Scale 1
OUR LADY OF THE ASSUMPTION R.C. SECONDARY MIXED SCHOOL
Hartsbourne Avenue, Liverpool, L25 2RW
Quote reference 565(b)

LONDON
SKINNERS' COMPANY'S SCHOOL FOR GIRLS
117 Stamford Hill, London
N16 5RS
(Telephone: 01-800 7411)
Required in January, 1978, to join the ART DEPARTMENT, a part-time TEACHER for 1½ days per week. The post will be working with girls in the first three years.
Apply by letter, to the Headmistress, giving details of qualifications and experience and enclosing any recent testimonials and the names and addresses of two referees.

NEWHAM
(London Borough of)
EASTLEA SCHOOL
Hilda Road, London E16 4NP
Roll: 1,220 co-educational.
Headteacher: Mr. D. T. Teaffe
Required for January 1978:
TEACHER of ART/CERAMICS Scale 1.
The appointment is to a well established and successful department, and a substantial part of the successful applicant's duties will be in a purpose built pottery, working in open plan with the Head of Department. The post may be suitable for a teacher seeking a first appointment.
Burnham Scale, plus London allowance, £402, plus social priority allowance, £201.
Further details and application forms may be obtained from the Headteacher (Tel: 01-511 0235) to whom they should be returned by 9th December, 1977.

NEWHAM
(London Borough of)
FOREST GATE SCHOOL
Forest Street, London E7 0HR
Roll: 1,066 Co-educational
Headteacher: Mr. P. C. Dipsdale, M.A.
Required for January 1978:
GENERAL TEACHER of ART, Scale 1, with an interest in print making.
Burnham Scales, plus London allowance, £402, plus social priority allowance, £201.
Further details and application forms may be obtained from the Headteacher (Tel: 01-534 8666) to whom they should be returned by 2nd December, 1977.

OXFORDSHIRE
COUNTY COUNCIL
FITZHARRY'S SCHOOL
Northcourt Road, Abingdon, Oxon.
OX14 1NP
Required for January, 1978, a Specialist TEACHER of ART. An interest in pottery would be useful but not essential.
Applications by letter giving full particulars of qualifications, experience and relevant interest together with the names of two referees should be sent as soon as possible to the Headmaster at the School.

STAFFORDSHIRE
EDUCATION COMMITTEE
BLAKE COMPREHENSIVE SCHOOL
Marston Road, Hednesford
Required for January, 1978, qualified TEACHER of ART and CRAFT (Scale 1) to teach first and second year pupils. Interest in integrated work an advantage.
Application forms obtainable from and returnable to the Head Teacher (S.A.E.).

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
WELLINGTON SECONDARY SCHOOL FOR GIRLS
(? girls)
Wellington Road, Timperley,
Altrincham, Cheshire
(061-928 4157)
ART AND CRAFT, Scale 1
To teach to the complete age range, including C.S.E. and "O" level. An interest in light metal work and pottery an advantage.
Required January, 1978.
Application forms available from the Head of the school. Should be returned as soon as possible.

WARWICKSHIRE
NICHOLAS CHAMBERLAINE COMPREHENSIVE SCHOOL
Bulkington Road, Bedworth,
Nuneaton
(1,550 on roll)
Required April, TEACHER of ART (Print-making), Scale 1. Art Department has five specialist studios, pupils visiting in turn for intensive specialist courses.
Application form and further details available from the Head (S.A.E., please).

Careers

Other Posts on Scale 2 and above

ESSEX
STEWARDS COMPREHENSIVE
Parnall Road, Harlow
Telephone: Harlow 31951
(Roll 1,330)
CAREERS
Required for January or Easter, Careers Teacher (Scale 2). Scale 3 may be available for well-qualified and experienced candidate.
Applications in writing to the Headmaster at the school enclosing S.A.E. please.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
BRITTONS SCHOOL
(Roll 1,507, Co-ed.)
Ford Lane, Rainham, Essex
(11-18 Comprehensive situated on one site)
Required January, 1978:
TEACHER to assist with girls careers in this well established department. State subsidiary subject. Scale 2 post available for suitable candidate. S.P.A. allowance £201-£276 payable.
There is a scheme for removal expenses.
Letters of application to Headteacher giving full curriculum vitae and naming two referees.

HAVERING
(London Borough of)
TEACHER to assist with girls careers at BRITTONS SCHOOL.
For full details see under Sec. Careers, Scale 2.

SANDWELL
(Metropolitan Borough of)
BRITANNIA HIGH SCHOOL
Britannia Road, Rowley Regis,
Warley, West Midlands
(11-16 Comprehensive)
Required for January, 1978.
ASSISTANT TEACHER for CAREERS—Scale 2 post.
Ability to teach BIOLOGY an advantage. Consideration will be given to newly qualified teachers for first appointment Scale 1.
Application forms and further details available from, and returnable to, the Head Teacher at the school. Closing date 28th November, 1977.

Classics

Scale 1 Posts

HERTFORDSHIRE
WATFORD GRAMMAR SCHOOL
(1,000 boys: 240 in Sixth Form)
Required for January:
(1) On retirement of Senior Master, a TEACHER of CLASSICS, preferably (but not necessarily) with RELIGIOUS STUDIES. The work is varied including Greek and Latin (S.C.P. course, which all boys in second and third forms take) to "O" and "A S" levels with Classical Civilization (J.A.C.T. syllabus) to "A/S" levels.
(2) A temporary TEACHER of CLASSICS, to take over substantially the timetable of the Senior Classical Master who will be on secondment to Oxford University for the term.
Apply to Headmaster, The Grammar School, Watford WD1 7JF, giving full details of qualifications and interests, together with the names of two referees.

LONDON
KING'S COLLEGE SCHOOL
Wimbledon Common SW19 4TT
Required for April or September, 1978:
A GRADUATE to teach LATIN throughout the School, including "A" Level and University Scholarship standard, and FRENCH to "O" Level. Ability to coach cricket, hockey or rowing would be an advantage.
Salary will be on K.C.S. Scale 1 (approximately equivalent to Burnham Scale 3). School married accommodation is available.
Applications, with curriculum vitae and the names of two referees, to the Head Master.

The Borough is within easy access of Central London and bordered by Epping Forest.
BEACONSFIELD HIGH SCHOOL
Edward Road, London, E17 6PB
Headmaster: Mr D. J. Gillin

Deputy Head Teacher

GROUP 6
plus £312 for Salary purposes plus £297 London allowance.
Applications are invited for April 1978 from experienced teachers for this post which offers admirable scope for a teacher with energy and initiative in mixed comprehensive High School (490 on roll 11-14 years) age range. The vacancy is due to the promotion within the Authority of the previous holder.
Closing date: 2nd December 1977.
Application forms and further details obtainable on receipt of s.a.e. from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London, E10 5QJ.

London Borough of
Waltham Forest

Jaffray School, Fentham Road B23 6AB
Group 10 875 pupils on roll Age range 11-16
Applications are invited from suitably qualified teachers for the post of

HEAD TEACHER

at the above school, to commence duty at Easter, 1978.
This six form entry comprehensive school, which is situated on the northern side of the city, opened in September, 1973, and was formed by the amalgamation of a boys' secondary and a girls' secondary, both non-selective, and occupies the premises formerly belonging to these two schools.
Application forms and further details may be obtained from the Chief Education Officer, East Area, Schools Branch, Education Offices, Margaret Street, Birmingham B3 3BU, and should be returned not later than Wednesday, 30th November, 1977.
There is a scheme for assistance with removal expenses.

BIRMINGHAM
CITY COUNCIL

SECONDARY
continued

Commercial Subjects

Scale 1 Posts

EAST SUSSEX
COUNTY COUNCIL
BRIGHTON AREA
PATCHAM FAWCETT HIGH SCHOOL FOR BOYS
Ladies Mile Road, Patcham, Brighton
Required January: Qualified TEACHER for COMMERCE to G.C.E. "O" level and C.S.E. examinations and MATHEMATICS.

Relocation Grants Scheme in approved cases.

Application forms available from, and for return to, the Headmaster at the school by 30th November.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
MANDEVILLE SCHOOL
Cuckoo Hall Lane, Edmonton
London N9 8DR
Comprehensive Upper School (14 to 18) Mixed, 8-form entry, Group 9.

Required as soon as possible:
Part-time TEACHER of SHORTHAND and TYPING for Mondays, Tuesdays and Wednesdays.

London Allowance payable £297 per annum.

Applications should be made by letter giving full details and the names, addresses and telephone numbers of two referees, to the Headmaster as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWANLEY SCHOOL
Swanley, Kent BR8 7TE
Established large Comprehensive school with a full range intake, Mixed, 11-18, 200 in Sixth Form.
Required in January:
TEACHER for BUSINESS STUDIES, to share the teaching of COMMERCE and ACCOUNTS to "O" level and C.S.E., and "A" level Business Studies.

Application is by letter to the Headmaster at the school, giving details and naming referees. (No forms.)

ST. HELENS
EDUCATION COMMITTEE
SECONDARY SCHOOL
HAYDOCK HIGH SCHOOL
(700 mixed, 11-16 years)
Clipsley Lane, St. Helens

COMMERCE (Scale 1)

Application forms are available from the Head Teacher to whom they should be returned immediately.

SANDWELL
(Metropolitan Borough of)
GEORGE SALTER HIGH SCHOOL
Claypit Lane, West Bromwich,
West Midlands
(11 to 16, comprehensive)

Required for January, 1978: A qualified TEACHER of SECRETARIAL SUBJECTS (Shorthand and Typing), Scale 1 post plus S.P.G. allowance.

Application forms and further details available from and returnable to, the Head Teacher of the school.

Closing date: November 28, 1977.

SUFFOLK
COUNTY COUNCIL
CHANTRY HIGH SCHOOL
(11 to 18 mixed, Roll 1,580)
Mallard Way, Ipswich IP2 9LR
HEAD TEACHER: Mr K. J. Shepherd
Required for January 1978 or as soon as possible thereafter, ASSISTANT TEACHER for BUSINESS STUDIES Scale 1.

Application forms and details obtainable from the Head at the school, S.A.E. please, forms to be returned immediately.

Domestic Subjects

Heads of Department

SUTTON
(London Borough of)
HIGHVIEW HIGH SCHOOL
The Chase, Wallington SM6 8JT
Required for April or earlier, HEAD of HOME ECONOMICS (male/female). Scale 3 and London allowance. Experienced TEACHER needed to coordinate the work of a well-established department.

Apply by letter to the Headmaster.

Other Posts on Scale 2 and above

HAMPSHIRE
THE WESTGATE SCHOOL
Winchester
11-16 Comprehensive Mixed
980 on Roll
SCALE 2—NEEDLEWORK
Curriculum vitae, two referees to Headmistress with S.A.E.

LINCOLNSHIRE
OLD LEAKE, THE GILES COUNTY SECONDARY SCHOOL
Burnham Scale 2. £3,099 to £4,713
Roll - 480
For 10th April, 1978:
TEACHER for HOUSECRAFT. Scale 2 for suitable teacher. Pleasantly situated rural school with well equipped housecraft rooms.

Forms from the Headmaster at the school, Old Leake, Boston, Lincolnshire, PE22 9LD, on receipt of S.A.E.

Closing date 9th December, 1977.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for January or April, 1978—
CHINGFORD HIGH SCHOOL
Wellington Avenue, London E4 6RE
Headmistress, Miss L. Hague
NEEDLEWORK TEACHER (M/F), Scale 2—required to be responsible for Needlework throughout this mixed Comprehensive High School (1,070 on roll, 11 to 14 years). Well-equipped department.

Apply by letter in the first instance as soon as possible giving full details and enclosing a stamped addressed envelope for further information.

Scale 1 Posts

BARNET
(London Borough of)
ORANGE HILL SENIOR HIGH SCHOOL
Abbots Road, Edgware, Middlesex
01-959 5112
Co-educational First comprehensive intake in 1974. Roll 620, Sixth Form 220.
Required April 1978 or earlier, full-time fully qualified HOME ECONOMICS specialist (Scale 1) to teach to C.S.E., "O" and "A" level in Needlework and Home Economics.

Schemes for payment of removal expenses and separation allowances in approved cases.

Application forms from Headmaster. (S.A.E.)

Director of Educational Services.

CAMBRIDGESHIRE
HINCHINGBROOKE SCHOOL
Huntingdon
(11 to 18 Vol. Cont. Comprehensive)
HOME ECONOMICS
Required in January, 1978, for two terms in first instance, a TEACHER to share in work of department of five throughout the school. Full or almost full time. The School has 1,750 pupils (300 in Sixth). Outstanding setting includes Hinchingbrooke House and new buildings.

Apply by letter to the Headmaster with curriculum vitae and names of two referees, also one testimonial if available.

DONCASTER
EDUCATION COMMITTEE
THORNE GRAMMAR SCHOOL
St Nicholas Road, Thorne,
Doncaster DN8 5BQ
Telephone: Thorne 812179
Number on roll 1,126

Required for Spring Term 1978.

Temporary 2 Term appointment, TEACHER of HOME ECONOMICS Scale 1, in this 13 to 18 mixed comprehensive school.

Application in writing to the Headmaster, together with the names and addresses of two referees.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
AYLWARD SCHOOL
Wilbury Way, London N18 1DX
Eight-form entry mixed Comprehensive
(Roll 1,292)
Required for January, 1978, a TEACHER of HOME ECONOMICS mainly centred in the Lower School (first, second and third years). Excellent facilities in a modern building.

Substantial allowances are available in addition to Scale 1 posts.

Consideration given to assistance with removal and relocation costs, temporary housing and two homes allowance.

Applications should be made by letter giving names, addresses and telephone numbers of 2 referees to the Headmaster as soon as possible.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
BRITTONS SCHOOL
(Roll 1,307, Coed.)
Ford Lane, Rainham, Essex
(11-18 Comprehensive situated on one site, S.P.A. allowance £201/£276 per annum payable.
Required January, 1978:
ASSISTANT TEACHER of HOME ECONOMICS. Subject studied to C.S.E. and "O" level.

There is a scheme for removal expenses.

Letters of application to Headteacher giving full curriculum vitae and quoting two referees.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department,
The Civic Centre, Lampton Road,
Hounslow TW3 4DN
LONGFORD SCHOOL
Tachbrook Road, Feltham TW14 9PE
Headmaster: Mr O. C. L. Whiddett, J.P.
Required January 1978
TEACHER of HOME ECONOMICS (Cookery) Scale 1 to join a progressive department offering courses leading to C.S.E. and G.C.E. "O" and "A" examinations. Also taken to examination levels are Family and Community Studies, Child Care and Development, and Health and Beauty.

Longford School is an 8 F.E. co-educational comprehensive (1,400+ on roll of the 11+ to 18+ age range) based on a School Counselling, House-Tutorial organisation.

London allowance £247 payable.

Closing date: Friday 25 November 1977.

The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.

Letters of application in the first instance to the Head Teacher at the School, giving details of qualifications and names of two referees. (S.A.E. please).

P.J. Lee, Director of Education.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GILLINGHAM TECHNICAL HIGH SCHOOL
Applications are invited for a Scale 1 post to teach HOME ECONOMICS, FOOD and NUTRITION, to "O" and possibly "A" level. The vacancy is for January (if possible).

Gillingham Technical High School is a mixed selective school (900 pupils: 170 in Sixth Form); the expanding department has excellent facilities. Applications will be welcome from experienced or newly qualified colleagues.

For further details contact Dr. R. Keen, Headmaster, Gillingham Technical High School, Pump Lane, Rainham, Kent.

TONBRIDGE AND MALLING DIVISION

AYLESFORD SCHOOL
Teapot Lane, Aylesford, Kent
ME20 7JU
Vacancy for January, 1978. Applications are invited for the following teaching post:—
TEACHER for the HOME ECONOMICS Department to specialise in the teaching of NEEDLEWORK and CHILD CARE. Excellent facilities.

The school, situated in a pleasant residential area three and a half miles N.W. of Maidstone, is fully comprehensive in the first two years with some transfers to upper schools at 13-plus, G.C.E. "O" levels and C.S.E. courses. The roll, at present 870, is expected to rise steadily to 1,000-plus by 1979, thus providing good experience in an expanding school and creating opportunity for early preferment for able career teachers both within subject departments and in pastoral posts. Applications should be made by letter to the Headmaster, stating relevant personal details, training, qualifications and experience, together with the names of two referees.

KNOWSLEY
(Metropolitan Borough of)
PARKWAY COMPREHENSIVE SCHOOL
Stockbridge Lane, Huyton
Liverpool L36 8EG
(960 boys and girls, 11-18)
(S.P.A. payable)

For January, 1978:

HOME ECONOMICS, Scale 1. Some assistance with ART/CRAFT desirable.

Apply as soon as possible by letter to Headmaster, giving curriculum vitae and the names of two referees.

LINCOLNSHIRE
ASSISTANT
STAMFORD, FANE COUNTY SECONDARY MODERN SCHOOL
(Roll 683)
Burnham Scale 1
Required from spring or summer terms, 1978, TEACHER for HOME ECONOMICS, for work throughout the school, in a department with well-established courses in C.S.E. and G.C.E. "O" level and some "A" level work. (Applications for temporary appointment for spring term, 1978, only will be considered.)

Application forms and further particulars obtainable from the Headmaster, County Secondary School, Green Lane, Stamford, Lincs (S.A.F.E.). Closing date: December 2.

LIVERPOOL
STANLEY PARK GIRLS' COMPREHENSIVE SCHOOL
Priory Road, Liverpool, L4 2SL

Required for January, ASSISTANT for HOME ECONOMICS, Scale 1/2, to contribute to the work of the department which includes courses at all levels in Home Economics and a C.S.E. course in Child Development. Ability to offer Needlework or Social Studies an advantage. Scale 2 available for suitably qualified and experienced applicant.

Forms obtainable from (S.A.E.) and returnable by 28th November to the Head Teacher. Quote ref. 578(b).

NEWHAM
(London Borough of)
STRATFORD SCHOOL
Upton Lane, Forest Gate,
London E7 9PR
(Roll 1,149, Coeducational)
Head Teacher,
Mr. A. C. Chamberlain, B.Sc.
Required January, 1978 or as soon as possible thereafter—
TEACHER of NEEDLECRAFT, to work mainly in the Lower School. An ability to offer Housecraft and a classroom subject would be an advantage.

Scale 2 post available for suitably qualified and experienced applicant, who would undertake responsibility for Needlework and Cookery room in the Lower School.

Burnham Scales plus London allowance £402.

Application forms may be obtained from the undersigned, to whom they should be returned not later than 9th December, 1977.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

POWYS
COUNTY COUNCIL,
EDUCATION DEPARTMENT
WELSHPOOL HIGH SCHOOL
Welshpool Powys

Required for January 1, 1978, an ASSISTANT TEACHER to teach NEEDLEWORK to C.S.E. level and to assist in the remedial department. Scale 1. (Ref 145/N/7.)

Application forms and further particulars obtainable from the Headmaster (S.A.E. please) to whom completed forms should be returned by November 30, 1977.

ST. HELENS
EDUCATION COMMITTEE
SECONDARY SCHOOL
ST. AELRED'S R.C. HIGH SCHOOL
(1,105 pupils; 11 to 18 years; comprehensive)
Birley Street, Newton-le-Willows WA12 9UW

HOME ECONOMICS (Scale 1).

Application forms are available from the Head Teacher, to whom they should be returned immediately.

SANDWELL
(Metropolitan Borough of)
MENZIES HIGH SCHOOL
(11-18 Mixed Comprehensive)

Required for January, 1978, TEACHER for HOME ECONOMICS/CHILD CARE, Scale 1 post.

Home Economics is taught throughout the school up to "A" level standard. There are three well equipped rooms, two needlework rooms, and two flats. The successful applicant will be expected to teach some examination work in both Home Economics and Child Care.

Letters of application, stating the names and addresses of two referees should be forwarded as soon as possible to the Head Teacher, Clarkes Lane, West Bromwich, West Midlands.

SANDWELL
(Metropolitan Borough of)
WARLEY HIGH SCHOOL
(11-16 Mixed Comprehensive)

Required for January, 1978 TEACHER of NEEDLEWORK Scale 1 post.

A new needlework room will form part of a home economics suite which is being built.

Application forms and further details available from, and returnable to the Head Teacher, Pound Road, Oldbury, Warley, West Midlands.

Closing date 28th November, 1977.

SHROPSHIRE
EDUCATION COMMITTEE
ABRAHAM DARBY SCHOOL (COMPREHENSIVE)
Hilltop, Madeley, Telford, Salop
Required January, enthusiastic TEACHER of HOME ECONOMICS NEEDLEWORK, CHILD-CARE (COURSES) STUDIED to C.S.E., "O" "A" level.

Applications by letter to Headmaster with 2 referees and S.A.E.

STAFFORDSHIRE
COUNTY COUNCIL
EASTERN AREA
ABBOT BEYNE SCHOOL
Mill Hill Lane, Burton upon Trent
Group 12
Headmaster: Mr. B. Harris
Required for January, 1978, an ASSISTANT TEACHER of HOME ECONOMICS (Scale 1).

Applications by letter to the Headteacher at the school as soon as possible.

H. M. Williams, Area Education Officer, Eastern Area Education Office, Guild Street, Burton upon Trent, DE14 1NJ

SURREY
RYDENS SCHOOL
Walton-on-Thames
12-18 Comprehensive School with 1,000 pupils on roll
Tel. 42241
Required for January, 1978, a TEACHER of HOME ECONOMICS, Scale 1.

Application forms, obtainable from the school, should be returned along with letters of application to the Headmaster as soon as possible.

VOLUNTARY SERVICE OVERSEAS

Offers you the challenge and experience of two years HOME ECONOMICS teaching with a difference. Apply now for posts in September, 1978, in Zambia and Kenya.

Child-care, nutrition, goat and groundnut recipes will be part of your new syllabus. Needlecraft specialists also required.

Travel expenses, local allowances, including payment of National Insurance and superannuation.

For further details and application form, contact Gillian Branch (Ref.: TES/GM83) at VSO, 14 Bishop's Bridge Road, London W2 6AA (Tel.: 01-262 2611).

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for January 1978
WARWICK HIGH SCHOOL FOR GIRLS
Brooke Road, London E17 9HJ
Head Teacher: Mrs K. Stephens
Temporary NEEDLEWORK TEACHER (M/F) required for two terms (due to secondment) in this Girls' Comprehensive High School (810 on roll 11 to 14 years).
Closing date: 2nd December, 1977.

Application forms obtainable on receipt of stamped addressed envelope from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.

Economics

Heads of Department

BIRMINGHAM
KING EDWARD'S CAMP HILL SCHOOL FOR GIRLS
Vicarage Road
Voluntary Aided Grammar School (600 girls)
Required in April, 1978, HEAD of ECONOMICS DEPARTMENT (Scale 2 for suitable candidate) to teach the subject to "O" and "A" levels in the Sixth Form and to help with Geography, which may also be taught to "O" and "A" levels. Economics is a strong subject and there is considerable scope for someone who combines an interest in economics, geography and general studies. Applications from well-qualified candidates able to take up a temporary post for the summer term only as well as those not available until September, 1978, will also be considered.

The school, which is an old-established one, moved to its present site in 1958 and is pleasantly situated in its own extensive grounds in south Birmingham.

Apply by letter (no forms) to the Headmistress at the school, giving a synopsis of career, two recent testimonials and the names and addresses of at least two academic referees.

LIVERPOOL
QUARRY BANK MIXED COMPREHENSIVE SCHOOL
Harthill Road, Liverpool
L18 3HS

Require for the summer term or as soon as possible, HEAD of ECONOMICS and GENERAL STUDIES, Scale 4. Applicants must have a good honours degree in economics and good experience in teaching the subjects to "A" level to large sets and be prepared to coordinate the teaching of general studies for 200 sixth formers.

Forms obtainable from (S.A.E.) and returnable by November 28, to the Head Teacher at the school. Quote ref. 569(b).

Other Posts on Scale 2 and above

NEWHAM
(London Borough of)
STRATFORD SCHOOL
Union Lane, Forest Gate,
London E7 9PR
(Roll 1,142, Coeducational)
Head Teacher,
Mr. A. C. Chamberlain, B.Sc.
Required January, 1978, or as soon as possible thereafter—
TEACHER of ECONOMICS and GOVERNMENT to take a share of Examination work in these subjects to G.C.E. "A" and "O" levels and C.S.E., and some History.

Scale 2 post available for suitably qualified and experienced applicant.

Burnham Scales plus London allowance £402.

Application forms may be obtained from the undersigned, to whom they should be returned not later than 9th December, 1977.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

Scale 1 Posts

EAST SUSSEX
COUNTY COUNCIL
BRIGHTON AREA
FALMER SCHOOL
Lewes Road, Falmer, Brighton
Required January, 1978: GRADUATE TEACHER of ECONOMICS to G.C.E. "O" and "A" levels and HISTORY to C.S.E. or G.C.E. "O" level. Temporary appointment until Easter or July would be considered.

Relocation Grants Scheme in approved cases.

Application forms available from, and for return to, the Headmaster of the school not later than 28th November, 1977.

HILLINGDON
(London Borough of)
BARNHILL SCHOOL
Owen Road, Hayes, Middlesex
(Number on roll, 1,005, 65 in sixth form)
Headmaster J. M. Jelford, B.Sc.
Required for January, 1978, for two terms only, a well-qualified TEACHER of ECONOMICS on a part-time basis (0.6). The person appointed will be required to take a group of pupils in each of years four and five preparing for C.S.E. "O" level and a group of sixth form pupils who are taking "A" level in June, 1978.

Application forms from and returnable to the Headmaster at the school.

London allowance payable.

English

Heads of Department

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
STANTONBURY CAMPUS
Milton Keynes
HEAD of FACULTY, European Studies (Scale 4), required for January, April or September, 1978.

For full details see Secondary Education, Modern Languages Section—Heads of Department.

EAST SUSSEX
COUNTY COUNCIL
(BRIGHTON AREA)
DOROTHY STRINGER HIGH SCHOOL
Loder Road, Brighton
(12-16 mixed comprehensive 1,200 pupils)
Headmaster Mr. E. M. Haddell
Required April/September 1978: HEAD of ENGLISH Department (Scale 4). Well qualified and experienced teacher to head team of eight specialists. The school has a well equipped Library and flourishing tradition in Drama.

Scheme of relocation grants in approved cases.

Application forms and further information from the Headmaster.

ESSEX
BILLERICAY SCHOOL
(Roll 1,450 Main School—200-plus Sixth Form)
School Road, Billericay
Tel.: 02 774 55191
HEAD of RESOURCES/LIBRARY

Scale 3—April or September 1978. Energetic and experienced English teacher required to develop and promote the work of the resources department: C.C.T.V., Audio/Video recording equipment, good reprographic facilities, and established purpose-built library with teacher-librarian. Grade 3 available for suitable applicant. London Fringe Allowance of £150 p.a. payable.

SIR CHARLES LUCAS COMPREHENSIVE
(Roll 1,760)
Hawthorne Avenue, Colchester
Tel.: Colchester 76217
HEAD OF ENGLISH
(Senior Teacher)

Wanted for Easter or September, an experienced TEACHER of drive and enthusiasm to lead our large English Department. Must have Comprehensive School experience and a desire and ability to build up an effectively structured course in language and literature. Previous applicants will be reconsidered.

Application forms and further particulars may be obtained from the Head of the School concerned to whom completed application forms should be returned (Foolscap S.A.E. please.)

LIVERPOOL
LIVERPOOL INSTITUTE GIRLS HIGH SCHOOL
Blackburne Place, Liverpool L8 7PF

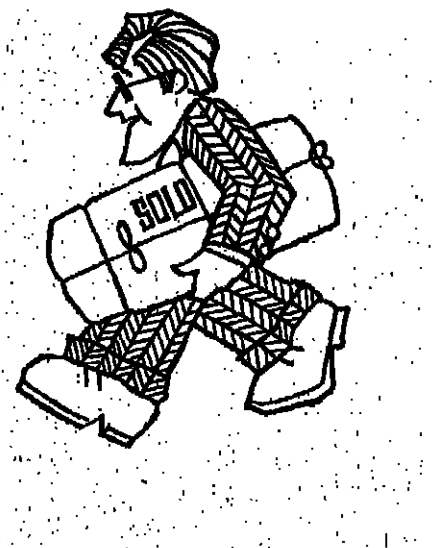
Require for January or as soon as possible thereafter HEAD of ENGLISH Department Scale 3. A well qualified, experienced teacher to take charge of an active department teaching to all levels and to take responsibility for the school libraries.

Apply direct to the Headmistress giving full details, by 24th November. Quote ref. 530(b).

FOR SALE AND WANTED

If you have something to sell or something you want to buy, your fellow readers of the TES might be the right people to talk to. There are over half a million of them and an advertisement could cost as little as £2.28.

If you are interested please ring Mrs Annice Lightfoot, The Times Educational Supplement, Times Newspapers Limited, Gray's Inn Road, London WC1X 8EZ. Telephone 01-837 1234.



SECONDARY
English
continued

Other Posts on Scale 2 and above

ESSEX
BILLERICAY SCHOOL
(Roll: 1,480 Main School, 200+ Sixth Form)
School Road, Billericay
Tel.: 02 774 55191

Scale 3—SECOND in ENGLISH DEPARTMENT. Enthusiastic TEACHER with proven examination results required for established department. Organising ability and initiative are required for a position combining specific areas of responsibility with general assistance in the department. Scale 3 available for this position. London Fringe Allowance of £150 payable.

GUNFLEET SCHOOL
(Roll: 470)
Rochford Way, Frinton-on-Sea
Tel.: Frinton 2116

Required from Easter 1978 to join major ENGLISH DEPARTMENT in the senior section (14-18) of a two-tier comprehensive school, covering a mainly rural area. Courses well established to all levels. Ability to administer the school library welcome. Scale 2 post available for experienced applicant.

Application forms and further particulars may be obtained from the Head of the school concerned, to whom completed application forms should be returned. (Foolscap S.A.E. please.)

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
ROCHESTER, HEDE SECONDARY (MIXED) SCHOOL
Carnation Road, Strood
Required as soon as possible, a TEACHER of ENGLISH, mainly in the Upper School, to teach to examination level. Opened in 1969, buildings and facilities are excellent. Applications from newly qualified teachers will be welcome, although a scale 2 post is available for a suitably experienced candidate.

Please apply to the Headmaster giving full details—two referees.

NEWHAM
(London Borough of)
STRATFORD SCHOOL
Upton Lane, Forest Gate,
London E7 9PR
(Roll 1,142, Coeducational)
Head Teacher,
Mr. A. C. Chamberlain, B.Sc.
Required for April, 1978, or earlier if possible:—
Experienced and well qualified TEACHER of ENGLISH, to be second in the English Department. Scale 3.

Burnham Scales plus London allowance £402.

Application forms may be obtained from the undersigned, to whom they should be returned not later than 9th December, 1977.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

SANDWELL
(Metropolitan Borough of)
HOLLY LODGE HIGH SCHOOL
(11-16 Mixed Comprehensive)
Required for Summer Term 1978 TEACHER with responsibility for Lower School ENGLISH, Scale 2 post for suitable applicant.

Application forms available from, and returnable to the Head Teacher, Holly Lane, Smethwick, Warley, West Midlands. Closing date 28th November, 1977.

STAFFORDSHIRE
EDUCATION COMMITTEE
BLAKE COMPREHENSIVE SCHOOL
Marston Road, Hednesford
Required for January, 1978, qualified TEACHER for ENGLISH (Scale 2) to C.S.E. and "O" level pupils. New entrants will be considered for Scale 1 in first instance.

Application forms obtainable from and returnable to the Head Teacher (S.A.E.).

WIRRAL
(Metropolitan Borough of)
THE HENRY MEOLES SCHOOL
Birket Avenue, Moreton,
Wirral
Group 11, 13-18 years
Comprehensive, Large Sixth Form

For April or September, 1978, TEACHER, Scale III post. To take charge of DRAMA and be second in the ENGLISH Department. Applications also invited for a temporary post to teach ENGLISH, Scale 1.

Applications by letter to the Headmaster giving full details and names and addresses of two referees.

Scale 1 Posts

BARNET
(London Borough)
QUEEN ELIZABETH'S BOYS' SCHOOL
Queen's Road, Barnet, Herts
01-449 2899
(Roll 1,060, Sixth Form 180)
(London allowance £297 payable)
Required January, 1978, TEACHER of ENGLISH (Scale 1) to teach subject up to "O" level. Interest in Drama and willingness to assist in Sixth Form General Studies course an advantage.

Schemes for payment of removal expenses and separation allowances in approved cases.

Apply to Headmaster with names of two referees. (S.A.E.)

Director of Educational Services.

BARNET
(London Borough)
ST. MICHAEL'S R.C. GRAMMAR SCHOOL
North Finchley, N.12
Voluntary Aided Grammar School for Girls—640 on roll—150 in Sixth Form
Required for January or April, 1978: GRADUATE MASTER or MISTRESS to share in the teaching of ENGLISH throughout the school. Some experience or training relevant to drama in school would be an asset.

Scale 2 post available for suitably qualified and experienced candidate.

Apply to Headmistress, giving names of referees.

BERKSHIRE
EASTHAMPSTEAD PARK SCHOOL
Wokingham RG11 3DF
(Roll 1,200)
Required in January, 1978, for this co-educational comprehensive school (11 to 18) serving Bracknell New Town, part of Educational Centre including Berkshire's residential Adult College, TEACHER of ENGLISH and DRAMA.

London Fringe allowance £150. Lodging allowance and removal expenses schemes in operation. Possibility of housing.

Forms and further details from Principal (S.A.E.).

Closing date, December 5, 1977.

BUCKINGHAMSHIRE
AYLESBURY VALE DIVISION
MANDEVILLE COUNTY SECONDARY SCHOOL
Churchill Avenue, Aylesbury
Headteacher: D. D. Baker, B.A.
(930 boys and girls)
Required January, Experienced TEACHER for ENGLISH throughout the school including C.S.E. and "A" level work. Part-time considered.

Removal expenses up to £150 payable in approved cases; also a housing allowance for married teachers unable to find immediate accommodation.

Apply by letter immediately to Headmaster giving curriculum vitae and names of two referees.

COVENTRY (City of)
LYNG HALL GIRLS' COMPREHENSIVE SCHOOL
(1,880 on roll)
Required January, 1978:—ENGLISH, Scale 1, up to "O" level. Newly qualified candidates welcome to apply.

Closing date 10 days after appearance of advertisement. Canvassing disqualifies.

Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmistress at the school, Blackberry Lane, Coventry CV2 3JS.

CROYDON
(London Borough of)
NORBURY MANOR HIGH SCHOOL FOR GIRLS
Kensington Avenue,
Thornton Heath,
Surrey CR4 8BT
Tel.: 01-679 0062/4
Tenable: 1st January 1978.
DAILY SUPPLY TEACHER required from the beginning of the Spring Term 1978 for English in this Comprehensive School for 860 girls aged 11-14 years.

Salary—Burnham Scale 1 with London Area Allowance.

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

DEVON
SOUTHWAY SCHOOL
Rockfield Avenue, Southway,
Plymouth
(Comprehensive: 1,700 on roll)
Required for a temporary appointment from December, a TEACHER for ENGLISH, Scale 1, to teach up to C.S.E. level in a large and developing department. Must be willing to teach across the ability range.

Application forms (stamped addressed envelope) from Headmaster, returnable to him within 14 days.

DUDLEY
(Metropolitan Borough)
REDHILL SCHOOL
Old Junction Road, Stourbridge
West Midlands, DY8 1JX
11 to 16 Coeducational
Comprehensive
(640 on roll)

Required for January, 1978, or as soon as possible thereafter, well qualified TEACHER of ENGLISH to share in the teaching of the subject throughout the school. Experience of "O" level teaching an advantage.

Apply by letter to the Headmistress stating qualifications, experience and naming two educational referees—or telephone Stourbridge 6602.

ESSEX
BRAYS GROVE SCHOOL
(Roll 1,150)
Tracyes Road, Harlow
Tel.: Harlow 30161

ENGLISH

Wanted for January 1978 to all levels. Mixed ability in first three years. Graduate preferred. Possibility of Scale 2 for suitable applicant.

CECIL JONES HIGH SCHOOL
(Roll 1,550)
Eastern Avenue,
Southend-on-Sea
Tel.: Southend-on-Sea 68000
Required for January, ASSISTANT for ENGLISH up to C.S.E. but also able to offer MATHEMATICS at a lower level. Should have particular interest in average and below average pupils. Eight-form entry comprehensive school with strong and successful English and Mathematics departments.

Apply initially by letter to the Headmaster from whom further information can be obtained. (foolscap S.A.E. please).

SIR CHARLES LUCAS COMPREHENSIVE
(Roll 1,760)
Hawthorn Avenue,
Colchester
Tel.: Colchester 76217

ENGLISH

Mainly senior work till September; afterwards teaching at all levels in this large well-equipped department.

Application forms and further particulars (unless otherwise stated) may be obtained from the Head of the School to whom completed application forms should be returned. (foolscap S.A.E. please).

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
FRANCIS BACON SCHOOL
Group 11
Drakes Drive, St. Albans

Qualified TEACHER for ENGLISH throughout the school required January. (including advanced level work). Vacancy due to promotion. Temporary post for two terms initially. Above Scale 1 post for teacher with appropriate qualifications and experience.

Applications to the Headmaster naming two referees.

HILLINGDON
(London Borough of)
BISHOPSHALT SCHOOL
Royal Lane, Hillingdon
Middlesex UB8 3RF
Roll: 907 (163 in Sixth Form)
Head Teacher: I. Bath, B.A., Ph.D.
Required for January, 1978, or as soon as possible:
TEACHER qualified to teach ENGLISH to "O" level standard at this former Grammar School which received its first all-ability intake in September 1977. An interest in Drama would be a strong recommendation. Temporary or permanent post. There are two well stocked School Libraries and an attractive Hall with a large stage for performances.

It is hoped to appoint someone who will contribute fully to the school's extra-curricular activities.

Letter of application giving details of education and experience and the names of two referees should be sent to the Headmaster as soon as possible, together with a stamped addressed envelope.

London allowance payable.

HUMBERSIDE
BEVERLEY GRAMMAR SCHOOL
A TEACHER of ENGLISH (Scale 1) is required for January, 1978, at this Aided School of 570 boys, whose comprehensive intake has reached the 4th year. There will be an opportunity to teach the subject throughout the school to varying ages and varying levels of ability.

A temporary appointment for two terms would be considered.

Applications should be made to the Headmaster at the School as soon as possible and should be accompanied by the name and address of a referee and by a testimonial.

KIRKLEES
METROPOLITAN COUNCIL
BIRKDALE HIGH SCHOOL
Birkdale Road, Dewsbury WF13 4HQ
(700 pupils aged 12 to 16)
Required for January, 1978, TEACHER of ENGLISH (Scale 1) to share in the work throughout the school. An interest in Drama would be an advantage.

Applications by letter with curriculum vitae and names and addresses of 2 referees to the Head Teacher as soon as possible.

KNOWSLEY
(Metropolitan Borough of)
ST. AUGUSTINE OF CANTERBURY R.C. COMPREHENSIVE SCHOOL
Longview Drive, Huyton
Liverpool L36 6EG
(1,120 boys and girls, 11-18)
S.P.A. payable

For January, 1978: ENGLISH, Scale 1.

Apply by letter to Headmaster, giving details of age, qualifications, experience and extra-curricular activities and naming two referees.

LINCOLNSHIRE
BOSTON KITWOOD SECONDARY BOYS SCHOOL
Burnham Scale 1, £2,697-£4,239
(Roll 740)
For January, TEACHER for ENGLISH/HISTORY in First Year integrated studies team. Ability to undertake local studies and English with some older pupils an advantage. Modern 11-16 school in pleasant east coast town and port.

Apply by letter with curriculum vitae and two referees to the Headmaster, Kitwood Boys' School, Mill Road, Boston, Lincs. PE21 0HG, as soon as possible.

LINCOLNSHIRE
ASSISTANT TEACHER
GAINSBOROUGH CASTLE HILLS SECONDARY SCHOOL
Burnham Scale 1. £2,697 to £4,239
Roll: 786
Required for April 1978 or earlier if possible:
TEACHER for ENGLISH and some GENERAL SUBJECTS up to third year level.

Application forms and further details on receipt of S.A.E. from the Headmaster at the school, The Avenue, Gainsborough, Lincolnshire, to whom they should be returned by 2nd December, 1977.

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
SOUTH CHADDERTON SCHOOL
Butterworth Lane, Chadderton,
Oldham
Required for January, 1978, at this 11 to 16 mixed comprehensive school of about 1,012 pupils, Scale 1 TEACHER of ENGLISH with some examination work. Subsidiary music an advantage.

Send S.A.E. for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP, returnable to him immediately.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
WELSHPOOL HIGH SCHOOL
Welshpool, Powys

Assistant TEACHER required for 1st January, 1978, or such later date as may be agreed, to teach ENGLISH up to "O" or C.S.E. level, and to participate in the wide range of activities in the English Department. Scale 1. (Ref.: 144/N/7.)

Application forms and further particulars obtainable from the Head Teacher of the school (S.A.E. please) to whom completed forms should be returned by 30th November, 1977.

SANDWELL
(Metropolitan Borough of)
PERRYFIELDS HIGH SCHOOL
O'dacre Road, Oldbury,
Warley, West Midlands
(11-16 Comprehensive)

Required for January, 1978:

TEACHER of ENGLISH
Scale 1 post
Temporary appointment for one term

Letters of application with curriculum vitae and the names of two referees should be sent to the Head Teacher at the school. Closing date 28th November, 1977.

SHROPSHIRE
EDUCATION COMMITTEE
CHURCH STRETTON SCHOOL
Church Stretton, Salop
(11 to 16 Comprehensive)
Lively energetic TEACHER for developing department committed to mixed ability team teaching.
January or April.
Further details from Head (S.A.E.).

VOLUNTARY SERVICE OVERSEAS

Required for September, 1978: qualified TEACHERS of ENGLISH or MODERN LANGUAGES for a wide range of English Language teaching posts in developing countries, such as Indonesia, Tanzania, Egypt, East Malaysia. Posts available in Secondary Schools Teacher Training Colleges, Universities.

Local salary/volunteer terms of service including payment of National Insurance and superannuation.

For further details and application forms, contact Richard Shaw (Ref.: TES/RS3) at VSO, 14 Bishop's Bridge Road, London W2 6AA (Tel.: 01-262 2611).

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
HEMSWORTH HIGH SCHOOL
(1,280 on roll, 13 to 18 years)
GRADUATE TEACHER for ENGLISH (Scale 1) required for January, 1978. Opportunities to teach all levels of ability. Excellent facilities available for English, Drama and Library Work.

Requests for application forms and further details (accompanied by a S.A.E.) should be addressed to The Education Department, 8 Bond Street, Wakefield, to be returned as soon as possible.

WARWICKSHIRE
DUNSMORE SCHOOL FOR GIRLS
Ashlawn Road, Rugby
CV22 5ET
(704 on roll, 101 in Sixth Form)

Required January for two terms, temporary TEACHER for ENGLISH to "O" and C.S.E. levels with a subsidiary subject, preferably Junior Mathematics. Scale 1.

Apply to the Head of the school (S.A.E. please).

WEST SUSSEX
STEYNING GRAMMAR SCHOOL
Voluntary Controlled C. of E. 11 to 18 Comprehensive, Day and Boarding 2,013 on roll (including 107 boy boarders and 220 in Sixth Form)
Required January/April in Upper School (Years 3, 4, 5, 6) trained GRADUATE to teach ENGLISH throughout the ability range to C.S.E. "O" and C.E.E. levels. Interest in, or experience of, developing and organising Departments' Resources and TV/VCR requirements would be an advantage.

Details and form from Headmaster.

Geography

Heads of Department

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
STOCKWOOD HIGH SCHOOL
Cutenhoe Road, Luton, Beds
Headmaster, Mr. T. Toman, B.A.
Required for January, 1978, HEAD of GEOGRAPHY DEPARTMENT. Scale 3. Courses to "O" level and C.S.E. Three well equipped specialist rooms. This is an 11 to 16 mixed Comprehensive School on a delightful elevated site on the southern edge of Luton.

Some assistance with accommodation may be possible.

Application forms obtainable from and returnable to the Headmaster (S.A.E. please).

BRENT
(London Borough of)
CONVENT OF JESUS AND MARY HIGH SCHOOL
Crownhill Road, NW10 4EP
(Roll, 990; 11 to 18)
Required from January, or as soon as possible thereafter:
HEAD of GEOGRAPHY DEPARTMENT (Scale 3). Geography is offered for C.S.E. and G.C.E. of Middlesex Examining Board and "O" and "A" level. Candidates should also be prepared to participate in an integrated humanities scheme in the first and second years. There is a spacious, well-equipped geography room.

London allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses, including legal fees, etc., travelling and lodging allowances.

Candidates should apply by letter to the Head of the school within seven days, giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.

COVENTRY (City of)
FINHAM PARK MIXED COMPREHENSIVE SCHOOL
(1,330 on roll)
Required Easter, 1978, or earlier, if possible
HEAD of GEOGRAPHY, Scale 3.
Examination courses offered include the new J.M.B. syllabus II at "A" level; Schools' Council Geography (14-18) at "O" level; C.S.E. Mode 3 by continuous assessment and C.E.E. Mode 3.

Closing date 10 days after appearance of advertisement. Canvassing disqualifies.

Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmaster at the school, Green Lane, Coventry CV3 6EA.

Scale 1 Posts

CROYDON
(London Borough of)
NORBURY MANOR HIGH SCHOOL FOR GIRLS
Kensington Avenue, Thornton Heath
Surrey CR4 8BT
Telephone: 01-679 0062/4
Tenable: 1st January, 1978
DAILY SUPPLY TEACHER required from the beginning of the Spring Term 1978 for Geography in this Comprehensive School for 860 girls aged 11 to 14 years.

Salary Burnham Scale 1 with London area allowance.

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

CUMBRIA
EDUCATION COMMITTEE
GRAMMAR SCHOOL FOR GIRLS
Barrow-in-Furness
Graduate TEACHER of GEOGRAPHY (Scale 1) required for January 1978 for two terms, to share teaching of Geography to "O" and "A" levels.

Application forms and further particulars from the Headmistress to whom completed forms should be returned as soon as possible.

EALING
(London Borough)
EDUCATION SERVICE
REYNOLDS HIGH SCHOOL
Gunnersbury Lane, Acton, London W3 8EQ
Required for January, 1978, or as soon as possible, a TEACHER of GEOGRAPHY, Scale 1. Geography is taught to "A", "O" and C.S.E. level and as part of an integrated studies course in the 12 plus intake year. The post offers experience of teaching across the whole age and ability range. Ability to help with Physical Education/Games would be appreciated.

London allowance £402, plus social priority allowance.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.

Forms obtainable from the Headmaster at the school (S.A.E.) to be returned as soon as possible.

EAST SUSSEX
COUNTY COUNCIL
BRIGHTON AREA
FALMER SCHOOL
Lewes Road, Falmer, Brighton
Required January, 1978: TEACHER of GEOGRAPHY to C.S.E. or G.C.E. "O" level. A temporary full or part-time appointment will be considered.

Relocation Grants Scheme available in approved cases.

Application forms available from, and for return to, the Headmaster at the school not later than 28th November, 1977.

ESSEX
PASSMORES COMPREHENSIVE
(Roll 1,330)
Tendring Road, Harlow
CM18 6RW
(Tel.: Harlow 31921)

GEOGRAPHER

For January, 1978. Outstanding opportunity for GRADUATE GEOGRAPHER to teach subject to "A" level in well-equipped department. An ability to teach Economics or Geology an advantage. Scale 2 post available for suitable candidate but ideal for first appointment.

Application forms and further particulars may be obtained from the Head of the school, to whom completed application forms should be returned. (Foolscap S.A.E., please.)

KIRKLEES
METROPOLITAN COUNCIL
COLNE VALLEY HIGH SCHOOL
Gilroyd Lane, Linthwaite,
Huddersfield HD7 5SL
Required for January, 1978, for two terms only, temporary full-time TEACHER of GEOGRAPHY. Scale 1.

Application forms and further particulars (S.A.F.E. please) from the Head Teacher.

OXFORDSHIRE
COUNTY COUNCIL
LORD WILLIAMS'S (C) SCHOOL
Oxford Road, Thame, Oxon.
(Comprehensive, mixed, 11-19, twelve form entry).
Required for January, 1978 a TEACHER of GEOGRAPHY to teach throughout the first five years with a possibility of Sixth Form work for a suitably qualified candidate. Post involves teaching Schools Council 14-18 "O" level project and integrated geography and history work in the first two years. Interest in fieldwork required.

Apply to the Principal giving details of training and experience and naming two referees.

Further details available (S.A.E. please).

REDBRIDGE
(London Borough of)
WANSTEAD HIGH SCHOOL
Redbridge Lane West, E11 2JZ
Telephone: 01-989 2791
Head, Mrs. P. M. C. Taylor, M.A.
Suitably qualified and experienced TEACHER of GEOGRAPHY (Scale 1) required for January, 1978, or as soon as possible thereafter in this well established 11 to 18 mixed Comprehensive School (1,600 on roll including 200 in the Sixth Form). A graduate is required to join a thriving department and some "A" level work may be available for a suitable candidate. An interest in European Studies and Field Work would be an advantage.

Outer London allowance is payable.

Further details and application forms are available from the Head Teacher at the school and should be returned to the Head Teacher as soon as possible.

SANDWELL
(Metropolitan Borough of)
CHURCHFIELDS HIGH SCHOOL
Church Vale, West Bromwich,
West Midlands B71 4DR
(11-18 Comprehensive)

Required for January, 1978,
GEOGRAPHY SPECIALIST to take over wide range of teaching including examination work. Temporary Scale 1 post in first instance to cover maternity leave of member of staff, but a permanent post is likely to become available in September, 1978.

Further details and application forms available from, and returnable, as soon as possible to the Head Teacher at the school.

SHEFFIELD
EDUCATION COMMITTEE
STOCKSBRIDGE SCHOOL
Shay House Lane
Sheffield, S30 5FD
(11 to 18 Secondary; 1,100 on roll)
Required for January 1978, a TEACHER able to offer GEOGRAPHY and ECONOMICS. The post may be filled on either a temporary one-term or a personal basis. Scale 1.

Application forms and further details are available from the Headmaster to whom completed applications should be returned within 14 days of the appearance of this notice.

SOLIHULL
EDUCATION COMMITTEE
PARK HALL SCHOOL
Water Orton Road, Castle Bromwich, Birmingham B36 9HF
Required for January, 1978:—
TEACHER of GEOGRAPHY (Scale 1) to work within the Social Studies Department and to teach throughout the age and ability range. Ability to teach Economics to A-Level an advantage. This is a mixed 11 to 18 comprehensive with 1,330 on roll (192 in Sixth Form).

Apply by letter to Headmaster at the school giving brief curriculum vitae and names of two referees. Please enclose S.A.E.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for January, 1978:—
SIR GEORGE MONOUX SENIOR HIGH SCHOOL FOR BOYS
Chingford Road, London E17 5AA
Headmaster, Mr. A. T. Brockman, B.Sc.
GEOGRAPHY TEACHER required for this Boys' Comprehensive Senior High School (830 on roll 14 to 18 years). Well-established Department with good facilities. Ability to teach Geology to "A" level an advantage.

Closing date: 30th November, 1977.

Application forms obtainable from the Head Teacher on receipt of stamped addressed envelope.

History

Heads of Department

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN DIVISION
HOLMER GREEN COUNTY SECONDARY SCHOOL
Holmer Green, High Wycombe
Head: L. F. Smith, B.Sc.
Number on roll: 600 (Mixed)
Required from Summer Term 1978, qualified HEAD of HISTORY and EUROPEAN STUDIES (Scale 2), to teach History to C.S.E. and "O" level plus C.S.E. Mode 3 European Studies.

London Fringe Area Allowance of £150 per annum payable in addition to Burnham salary. Removal expenses up to £150 payable in approved cases.

This is a re-advertisement: previous applicants will be considered.

Apply by letter to the Head, quoting two references.

Other Posts on Scale 2 and above

LIVERPOOL
LIVERPOOL GIRLS COLLEGE
Grove Street, Liverpool L7 7AH
Required for January ASSISTANT for HISTORY [illegible] graduate to organise teaching throughout school including "O" and "A" level work. Scale 3 post available for candidate of experience prepared to undertake additional responsibility. A temporary appointment for one term would be considered.

Forms obtainable from (S.A.E.) and returnable by 28th November to the Head Teacher. Quote ref. 562(b).

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
LODDON SECONDARY SCHOOL
Kittens Lane, Loddon NR14 6JU
Number on Roll: 618 (Mixed)
Required for January, 1978, or as soon as possible, TEACHER of HISTORY to "O" level. Scale 2 post may be available for suitably experienced and qualified applicant. The school is due to become an all ability High School in September, 1978.

Application forms only obtainable by sending a foolscap S.A.E. to the Acting Head Teacher of the School. Receipt of applications will not be acknowledged and unsuccessful applicants will not be informed unless a S.A.E. is attached to the application form. Candidates are advised to use the first class post.

Scale 1 Posts

BRENT
(London Borough of)
JOHN KELLY GIRLS' HIGH SCHOOL
Crest Road, NW2 7SN
(Roll, 1,000; 11 to 18; social priority school)
Required from January:
TEACHER for HISTORY with some ENGLISH (Scale 1) to share in history teaching up to C.S.E. The successful candidate will be required to maintain the high standards of work and behaviour expected in the school.

Candidates should apply by letter to the Director of Education, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW, within seven days, giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.

London allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses, including legal fees, etc., travelling and lodging allowances.

CAMBRIDGESHIRE
HUNTINGDON AREA
LONGSANDS SCHOOL
St. Neots, Huntingdon
1,750 pupils, 11 to 19 years
Required for one or two terms, commencing in January, 1978:
An ASSISTANT TEACHER of HISTORY (Scale 1).

Although this is a temporary appointment, the successful candidate will have the opportunity to gain valuable experience teaching Integrated Humanities in the Lower School, and courses based upon Schools Council and Modern World syllabi in years three to five. Some Sixth Form teaching will be available for an appropriately qualified candidate.

Apply immediately by letter to the Headmaster at the school, giving curriculum vitae, name, address and status of two educational referees.

DONCASTER
EDUCATION COMMITTEE
THORNE GRAMMAR SCHOOL
St. Nicholas Road, Thorne,
Doncaster DN8 5BQ
Telephone: Doncaster Thorne 812179
(No. on roll 1,126)
Required for Spring Term, 1978:
Temporary 2 Term appointment, TEACHER of HISTORY, Scale 1, in this 13-18 mixed comprehensive school.

Applications in writing to the Headmaster, together with the names and addresses of two referees.

EAST SUSSEX
COUNTY COUNCIL
HOVE AREA
PORTSLADE COMMUNITY COLLEGE
Chalky Road, Portslade BN4 2WS
(Mixed Comprehensive 11-18, roll 1,400)
Required in January, 1978, a TEACHER of HISTORY, Scale 1, to teach across the age and ability range. Integrated Humanities courses operate in the first two years.

Apply by letter, no forms, including a curriculum vitae and the names and addresses of two referees, to The Principal, by 25th November.

EAST SUSSEX
COUNTY COUNCIL
(BRIGHTON AREA)
FALMER SCHOOL
Lewes Road, Falmer, Brighton
Required January, 1978, GRADUATE TEACHER of ECONOMICS to G.C.E. "O" and "A" level and HISTORY to C.S.E. or G.C.E. "O" level. Temporary appointment until Easter or July would be considered.

Relocation Grants Scheme in approved cases.

Application forms available from and for return to the Headmaster at the school not later than 28th November.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
EDMONTON SCHOOL
Great Cambridge Road, Enfield,
EN1 1HQ
Group 11 (Mixed Comprehensive)
Roll 1,480
Required in January, 1978: a HISTORY TEACHER (Scale 1). Permanent post available, or a temporary appointment for one or two terms would be considered.

London Allowance payable £297 per annum.

Consideration given to assistance with removal and relocation costs, temporary housing and two homes allowance.

Application forms (stamped addressed foolscap envelope) obtainable from the Headmaster to whom they should be returned as soon as possible.

ESSEX
BEAUCHAMPS SCHOOL
(Roll 1,430)
Hill Avenue, Wickford
SS11 8LY
(Tel.: Wickford 5406/7/8)
HISTORY AND SOCIOLOGY

Required urgently for January, a temporary TEACHER for two terms only to teach mainly HISTORY and SOCIOLOGY with some EUROPEAN STUDIES and MATHEMATICS.

Applications should be made in writing to Headmaster, from whom further details may be obtained. (Foolscap S.A.E. please.)

SECONDARY
History
continued

HEREFORD AND WORCESTER
(County Council of)
EDUCATION DEPARTMENT

REDDITCH
THE ABBEY HIGH SCHOOL
Lasemore Road, Redditch, Worcs. B98 8BB
(Senior High School, 1,050 on roll—200 in Sixth Form)

Required for January, 1978, a MASTER or MISTRESS to teach HISTORY to "O" and C.S.E. level. Scale 1 post.

Applications by letter should be sent to the Headmaster, giving details of education, qualifications and experience, and quoting the names of two referees.

LINCOLNSHIRE
BOSTON KITWOOD SECONDARY BOYS SCHOOL
Burnham Scale 1 £2,697-£4,239
Roll 740.

For January, TEACHER for ENGLISH/HISTORY in First Year integrated studies team. Ability to undertake local studies and English with some older pupils an advantage. Modern 11-16 school in pleasant east coast town and port.

Apply by letter with curriculum vitae and two referees to the Headmaster, Kitwood Boys' School, Mill Road, Boston, Lincs. PE21 0HG, as soon as possible.

LONDON
LATYMER UPPER SCHOOL,
Hammersmith, London W6 9LR
(H.M.C., Direct Grant, going independent: 1,100 boys)

Required in January, 1978, a GRADUATE to teach HISTORY up to G.C.E. "A" level. Salary Burnham Scale plus London Allowance on a scale appropriate to experience.

Applications, together with full curriculum vitae and the names of two referees, should be sent as soon as possible to the Headmaster, Latymer Upper School, King Street, Hammersmith W6 9LR.

MANSFIELD
QUEEN ELIZABETH'S SCHOOL FOR GIRLS
Woodhouse Road, Mansfield
Upper Comprehensive School
(702 girls 13 to 18)

Required in January, 1978, a GRADUATE to assist in the teaching of HISTORY throughout the school which was a grammar school before 1976. The successful candidate will teach at all levels of ability and to C.S.E., "O" and "A" level. A Scale 2 post is available for a suitably qualified and experienced candidate. Offers of temporary help will be considered.

Applications (no forms) with copies of any testimonials and the names of two professional referees, should be sent to the Headmistress at the school as soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified TEACHERS for the following post:—

ASHFIELD COMPREHENSIVE SCHOOL
Sutton Road, Kirkby in Ashfield, Nottingham NG17 8HP
Headmaster, S. Carter, B.A., J.P.
Mixed (2,190, 11 to 18)

For January, TEACHER (Scale 1) of HISTORY. Opportunity of C.S.E. work immediately, "O" and "A" level at a later stage. Interest in local history/development of resources desirable.

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

SOLIHULL
EDUCATION COMMITTEE
PARK HALL SCHOOL
Water Orton Road, Castle Bromwich, Birmingham B36 9HF

Required for January, 1978:—

TEACHER of HISTORY (Scale 1) to work within the Social Studies Department and to teach throughout the age and ability range. This is a mixed 11-18 comprehensive with 1,330 on roll.

Apply by letter to Headmaster at the school giving brief curriculum vitae and names of two referees. Please enclose S.A.E.

SUTTON
(London Borough of)
HAYNESFORD HIGH SCHOOL
Welbeck Road, Carshalton, Surrey. SM5 1LP

TEACHER of HISTORY—Scale 1, required for January for this five-form entry school for boys and girls of 11 to 18. The subject is taught to C.S.E., "O" and "A" levels. Carshalton is a pleasant town on the edge of Surrey Green Belt, within 30 minutes of the West End and one hour from the coast.

Please write to the Head giving full details of qualifications and experience, together with the names and addresses of two referees.

Mathematics

Heads of Department

LONDON, S.E.12
COLFE'S SCHOOL
Founded 1652
Trustee: Worshipful Company of Leathersellers
Independent
640 Boys

HEAD of MATHEMATICS required for September, 1978, or earlier if possible. Scale 4 plus London Allowances. Colfe's additional allowance contemplated. Strong academic tradition, 200 in sixth form.

Department responsibility includes Oxbridge teaching c. 80 "A" Level, c. 50 "A/O" Level (all do "O" Level), Computer Studies and Statistics.

Willingness to help with extra-curricular activities a recommendation. Apply to Headmaster, Horn Park Lane SE12 8AW, with curriculum vitae and the names of two referees.

SALOP
COUNTY COUNCIL
WILLIAM BROOKES SCHOOL
Much Wenlock, Salop
(Scale 4) for April 1st, 1978:
HEAD of MATHEMATICS

This important post in an established rural comprehensive school (900 mixed, 11-18) requires of the successful applicant an appreciation of educational goals, competent sympathetic leadership and initiative.

Forms and details (S.A.E.) from the Headmaster.

HEREFORD AND WORCESTER
(County Council of)
EDUCATION DEPARTMENT

PETERCHURCH, FAIRFIELD HIGH SCHOOL
Peterchurch, Hereford HR2 0SU

HEAD of MATHEMATICS
(Scale 2)

Wanted as soon as possible a TEACHER of MATHEMATICS and PHYSICS to C.S.E. and "O" level standard in this small rural Comprehensive School.

Forms of application and further details obtainable from the Headmaster on receipt of an S.A.E. (foolscap).

Other Posts on Scale 2 and above

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS. DIVISION
THE KNIGHTS TEMPLAR SCHOOL,
Park Street, Baldock, Herts SG7 6DZ
(Co-educational Comprehensive, Roll: 800, 11 to 18)
(Group 10)

TEACHER of MATHEMATICS required January, 1978, Scale 2, second in command to teach to C.S.E., "O", "A" and "S" level.

Applications in writing, giving two references to the Headmaster, from whom details of this appointment may be obtained.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department, The Civic Centre, Lampton Road, Hounslow TW3 4DN

BRENTFORD SCHOOL FOR GIRLS
Clifden Road, Brentford, Middlesex TW8 0PG
Headmistress: Mrs. M. Hardy, B.A.

Required January, 1978, or as soon as possible.

MATHEMATICS TEACHER, Scale 2, to teach the subject throughout the whole age and ability range and to teach Technical Drawing to Fourth and Fifth year C.S.E./G.C.E. groups. A combination of modern and traditional mathematics is taught. Pupils are prepared for Joint C.S.E./G.C.E. (Middlesex Regional Examining Board), C.S.E. Arithmetic and "A" "O" level and "A" level (London University Syllabus D).

London Allowance £297 payable. Letters of application (please enclose a stamped addressed foolscap envelope) giving details of qualifications and experience and names of two referees should be sent to the Headmistress of the School by Friday, 25th November, 1977.

The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.

P. J. Lee, Director of Education.

KIRKLEES
METROPOLITAN COUNCIL
HONLEY HIGH SCHOOL

Requires TEACHER for MATHEMATICS.

For further details please see main advertisement under Secondary Mathematics Scale 1 posts.

LINCOLNSHIRE
BOSTON HIGH SCHOOL FOR GIRLS
Burnham Scale 2 (£3,099 to £4,713)
(Roll 814)

For January, 1978, MATHEMATICS TEACHER (graduate preferred) for a department of five. Temporary appointment in first instance but possibility of permanent post from April to September. Teaching up to Fifth Form level is required for January, but Sixth Form work might be available next year. Possibility of Scale 2 for suitable candidate.

Forms from the Headmistress at the school, Spilsby Road, Boston, Lincolnshire PE21 9PF, on receipt of S.A.E.

Closing date 2 December, 1977.

LONDON, N.16
Required immediately, TEACHER for MATHEMATICS S.M.P. to "O" level in Girls' Secondary School in North London. Hours 11.30-6 Monday-Thursday, Friday 11.30-1 p.m.
Phone: 800 8012.

NORTHAMPTONSHIRE
COUNTY COUNCIL
KINGSTHORPE UPPER SCHOOL
Boughton Green Road, Northampton NN2 7AL

Required for January, 1978 (or as soon as possible after) TEACHER of MATHEMATICS (Scale 2) to join a faculty of nine teachers. The faculty runs its own Mode 3 courses for CSE and GCE "O" level and follows the SMP "A" level course in the sixth form. The applicant will be required to participate in team planning, and an ability to teach the sixth form would be an advantage.

Further details and an application form are available from the school (S.A.E.).

Scale 1 Posts

BARNSLEY
DARTON HIGH SCHOOL
Churchfield Lane
Kexbrough, Barnsley
(11-18 Comprehensive)
Head Teacher, H. Crowther

Required for January: TEACHER of MATHEMATICS (Scale 1).

The post immediately involves teaching the subject throughout the school to "O" level and C.S.E. with some Sixth Form work. The successful applicant will be required to assist in the development of Sixth Form courses in the future.

Apply by letter to the Head Teacher giving full curriculum vitae and two referees.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
THE RADCLIFFE SCHOOL
Wolverton
(1,400 boys and girls)

Required for January, a TEACHER to take MATHEMATICS in the 2nd and 3rd forms of this well-established comprehensive school which was formed some ten years ago by the amalgamation of a Grammar School with some Secondary Modern Schools in the area. This is a very popular subject in the school, many pupils going on to study the subject to "A" level and University. Consequently, someone able to give the pupils a good grounding in traditional Mathematics in the lower forms is required. Wolverton is situated in the designated area of the new city of Milton Keynes, and the Development Corporation is making a number of houses for rent available to teachers appointed to schools in the designated area. Subject to the County Council's regulations, removal expenses up to £158 and board and lodging allowances will be payable.

Application should be made by letter to the Headmaster, Mr W. H. Orchard, M.A., at The Radcliffe School, Aylesbury Street, West Wolverton, Milton Keynes MK12 5BT, giving personal details, qualifications, experience (if any), and the names and addresses of two referees.

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
OVENDEN SECONDARY SCHOOL,
Nursery Lane, Ovenden, Halifax, HX3 5SX

Required from January 1st, 1978, TEACHER of MATHEMATICS, Scale 1, to teach the subject throughout the school to C.S.E. level. Experience in S.M.P. desirable. Possibility of temporary appointment if required.

Application forms obtainable, on receipt of foolscap S.A.E., from the Head Teacher, to whom completed forms should be returned within 10 days of the appearance of this advertisement.

CAMBRIDGESHIRE
HINCHINGBROOKE SCHOOL
Huntingdon
(11 to 18 Vol. Cont.' Comprehensive)
MATHEMATICS

Required for January, 1978, a TEACHER to share teaching of MATHEMATICS throughout the school. S.M.P. based courses.

The school has 1,750 pupils (320 in sixth). Outstanding setting includes Hinchingbrooke House and new buildings.

Apply by letter to the Headmaster with curriculum vitae and names of two referees, also one testimonial if available.

CUMBRIA
EDUCATION COMMITTEE
HARRABY SCHOOL
Carlisle
(11-18 Comprehensive;
Roll 1,150 mixed)

Required for January, 1978, an ASSISTANT TEACHER of MATHEMATICS (Scale 1) to teach the subject throughout the school.

Further details and application forms available from the Headmaster, Harraby School, Edgehill Road, Carlisle, by 28th November, 1977.

DEVON
PLYMSTOCK SCHOOL
Church Road, Plymstock, Plymouth
(1,800 on roll)

Required for a temporary appointment from January until July, 1978, a TEACHER for MATHEMATICS to C.S.E. Ordinary and Advanced levels (S.M.P. course). Computer terminal available. Scale 1 post.

Application forms (stamped addressed envelope) from Headmaster, returnable to him within 14 days.

DURHAM
COUNTY COUNCIL
CONSETT MOORSIDE COMPREHENSIVE SCHOOL
11-16 years, 900 on roll

MATHEMATICS—Salary Scale 1—TEACHER required for January, 1978, to teach subject to G.C.E. "O" level.

Stamped addressed envelope for application form to Area Education Office, Durham Road, Blackhill, Consett, Co. Durham.

Closing date for receipt of applications 9th December, 1977.

ESSEX

CECIL JONES HIGH SCHOOL
(Roll 1,350)
Eastern Avenue,
Southend-on-Sea
Tel. Southend-on-Sea 68880

Required for January, ASSISTANT for MATHEMATICS possibly up to C.S.E. but with particular interest in average or below average pupils. Applicants should also be able to offer English at the same levels. Eight-form entry comprehensive school with strong and successful English and Mathematics departments.

Apply initially by letter to the Headmaster, from whom further information can be obtained (foolscap S.A.E. please).

ST. ANSELM'S SCHOOL
(Roll 860)
Ghyllgrove, Basildon SS14 2LA
Tel. Basildon 281634

Required for January 1st, 1978, if possible, a TEACHER for MATHEMATICS, up to and including C.S.E. and "O" level. Willingness to help with Religious Education would be helpful, though not essential.

The school is 11-18 Comprehensive run by the De La Salle Brothers. Phase II, now nearing completion, will allow a larger and co-educational intake. London Fringe Allowance of £180 payable.

Apply to the Head, giving curriculum vitae and two referees (foolscap S.A.E. please).

HAMPSHIRE
PETERSFIELD SCHOOL
Cranford Road, Petersfield
(11 to 19: comprehensive, mixed: 1,230 on roll)
MATHEMATICS
Curriculum vitae, two referees, to Head with S.A.E.

HAMPSHIRE
YATELEY COMPREHENSIVE SCHOOL
School Lane, Yateley
(Comprehensive; mixed 11 to 18; Roll 1,730)

Required for January 1978: TEACHER of MATHEMATICS. Scale 1 post. S.M.P. taught in first five years.

Letter of application nominating two professional referees to Head Teacher with S.A.E. for details.

HEREFORD AND WORCESTER
(County Council of)
EDUCATION DEPARTMENT

MARTLEY, THE CHANTRY SECONDARY SCHOOL
Martley, Worcester WR6 6QA

Required for January, 1978, an ASSISTANT TEACHER (Scale 1) in this rural secondary (11-16) school. The person appointed will be required to teach MATHS throughout the age and ability range, also some Junior Technical Drawing.

Further particulars and application forms can be obtained from the Headmistress upon receipt of a S.A.F.E.

HEREFORD AND WORCESTER
(County Council of)
EDUCATION DEPARTMENT

WORCESTER, NUNNERY WOOD SECONDARY SCHOOL
Spetchley Road, Worcester WR5 2LT
(Co-educational 11-17 years, 1,100 on roll)

Required for April, 1978 (earlier if possible) a well qualified TEACHER of MATHEMATICS, Scale 1, to teach the subject across the age and ability range to C.S.E. Mode I and III and G.C.E. "O" level. An interest in Computer Studies will be an additional qualification.

Further details and application forms may be obtained from the Headmaster on receipt of a S.A.E. (foolscap).

KIRKLEES
METROPOLITAN COUNCIL
HONLEY HIGH SCHOOL
Station Road, Honley, Huddersfield HD7 2QJ
(11-18 Comprehensive, 1,270 pupils, Sixth Form over 200)

Required for January, 1978, TEACHER of MATHEMATICS, Scale 1 or Scale 2. The ideal candidate would be able to help with "A" level statistics but applications are also welcome from teachers unable to go beyond "O" level. This is a temporary post for one or possibly for two terms: a permanent post on Scale 3 is being advertised for April, 1978.

Please apply at once by letter to the Headmaster giving the names and addresses of two referees.

LEICESTERSHIRE

BURLEIGH COMMUNITY COLLEGE
Thorpe Hill, Loughborough
Leicestershire

In the Leicestershire Plan for the organization of secondary education
Upper 14-18
Roll 1,400

MATHEMATICS

Required January or April, 1978, for C.S.E. and S.M.P. G.C.E. "O" and "A" levels.

Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees. (S.A.E.)

LINCOLNSHIRE
DONINGTON COWLEY'S SECONDARY SCHOOL
Burnham Scale 1, £2,697 to £4,239
Roll 388

Temporary TEACHER for MATHEMATICS and/or TECHNICAL DRAWING for Spring Term 1978. Scale 1 or Scale 2 depending upon qualifications and experience.

Apply by letter to the Headmaster at the School, Donington, Spalding, Lincolnshire PE11 4TF as soon as possible giving two referees.

Closing date December 2, 1977.

LIVERPOOL

Applications are invited for the following posts required for January unless stated. Forms obtainable from (S.A.E.) and returnable by 28th November to the Head Teacher unless otherwise stated.

ASSISTANTS for MATHEMATICS
Scale 1
at the following schools

(1) GATEACRE MIXED COMPREHENSIVE SCHOOL, Grange Lane, Liverpool L25 4SD (Quote reference 871ch)

(2) SHOREFIELDS MIXED COMPREHENSIVE R.C. SCHOOL, Dingle Vale, Liverpool L8 9SJ. For years 1 to 5. GRADUATE preferred. Quote reference 884ch.

(3) ST. MARGARET'S C.E. BOYS' HIGH SCHOOL, Aigburth Road, Liverpool L17 6AB

Required for January or as soon as possible thereafter, GRADUATE to teach subject throughout school.

Apply direct to the Headmaster by letter giving full details and names of two referees. Quote reference 885ch.

LONDON, E.1
RAINE'S FOUNDATION SCHOOL
Arbour Square
Voluntary Aided Church of England School—919 boys and girls.

Required for January, 1978, a MATHEMATICS SPECIALIST. This would be a temporary full time appointment for two terms only in the first instance. The S.M.P. is taken up to Ordinary level and both Mathematics and Further Mathematics (London Syllabus C) are taken by Advanced level candidates.

In September this year Raine's Foundation Grammar School and St. Jude's Secondary School amalgamated to form Raine's Foundation School, a voluntary-aided Church of England School in two separate buildings. The present first year is an all-ability intake housed in the old grammar school building (i.e., Arbour Square building) together with the remainder of the grammar school.

There is no commuting for pupils from building to building and it is intended the person appointed would be teaching in the Arbour Square building.

Applicants should write direct to the Headmaster (no forms) giving curriculum vitae, the names and addresses of two referees, by Wednesday, 30th November, 1977.

LONDON, S.E.12
COLFE'S SCHOOL
Founded 1652
Independent
640 Boys

Required for January for two terms GRADUATE to teach MATHEMATICS to "A" Level. Burnham Scale 1 plus London Allowance.

Apply to Headmaster, Horn Park Lane SE12 8AW, with curriculum vitae and names of two referees.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
DISS SECONDARY SCHOOL
Walcot Road, Diss, IP22 3DH
Number on roll: 770
Headmaster, Mr. J. Pollard

Scale 1 ASSISTANT TEACHER of MATHEMATICS to C.S.E. and G.C.E. "O" level.

Applications (no forms) giving full details and the names of two referees to the Headmaster at the school.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified TEACHERS for the following post:—

VALLEY COMPREHENSIVE SCHOOL
Bawk Lane, Worksop, Nottinghamshire S81 7DG
Headmaster, J. M. Johnson, B.A.
Mixed (1,807, 11 to 18)

Temporary TEACHER (Scale 1) of MATHEMATICS for the Spring Term.

Applications (no forms) to the Headmaster, with names of two referees as soon as possible.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT

GWERNYFED HIGH SCHOOL
Tel.: Glasbury 445
Mixed Comprehensive:
500 on roll

Required for 10th April, 1978, ASSISTANT TEACHER of MATHEMATICS to teach the subject throughout the school to "A" level. Scale 2 post available for suitable applicant (Ref. 141/8/77).

Application forms and further particulars (S.A.E., please) obtainable from the Headmaster to whom completed forms should be returned by 16th December, 1977.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
WINGFIELD COMPREHENSIVE SCHOOL
(11-16 mixed. Approx. 960 on roll)

Required for January, 1978:
Temporary ASSISTANT TEACHER, Scale 1 or 2.
TEACHER for MATHEMATICS until Easter, 1978. Possibility of a permanent appointment thereafter.

Closing date: 29th November, 1977.

Application forms available from the Principal Recruitment Officer, Education Offices, Municipal Offices, Howard Street, Rotherham. Tel. 2121, ext. 3567.

B. W. Ellis, Director of Personnel Resources.

SANDWELL
(Metropolitan Borough of)
GEORGE SALTER HIGH SCHOOL
(11 to 16 mixed Comprehensive)

Required for January, 1978:—
Well qualified TEACHER of MATHEMATICS—Scale 1 post plus Social Priority School allowance—to join large department. The successful applicant will be expected to teach to C.S.E. and "O" level.

Application forms available from, and returnable as soon as possible to, the Head Teacher, Claypit Lane, West Bromwich, West Midlands.

STAFFORDSHIRE
EDUCATION COMMITTEE
CHASE TERRACE HIGH SCHOOL
Bridge Cross Road
Chase Terrace, Burntwood
Roll: 1,010

Required for January, 1978: TEACHER of MATHEMATICS. The post would initially be for a period of two terms.

Apply by letter to the Headmaster giving details of qualifications and the names of two referees.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE

STRETFORD GRAMMAR SCHOOL FOR BOYS
(510 pupils)
Great Stone Road, Stretford, M32 0XA
(061-865 1524)

MATHEMATICS

GRADUATE to teach MATHEMATICS, Scale 1. Opportunity to teach sixth forms and "A" level statistics particularly for a suitable candidate. J.M.B. modern maths taught.

Application forms available from the Head of the School should be returned as soon as possible.

VOLUNTARY SERVICE OVERSEAS

Required for September, 1978: MATHS TEACHERS for challenging posts in secondary schools and teacher training colleges. The countries will include Nigeria, Ghana, Kenya, Malaysia, Papua New Guinea.

Local salary, volunteer terms of service, including payment of NI and superannuation.

For further details contact Murray Morrison (Ref.: TES/MUN53) at VSO, 14 Bishop's Bridge Road, London W2 6AA (Tel.: 262 2611).

WARWICKSHIRE

DUNSMORE SCHOOL FOR BOYS
Ashlawn Road, Rugby
(726 on roll—130 in Sixth Form)

Required January for one or two terms, temporary TEACHER of MATHEMATICS, Scale 1.

Apply to the Head at the school (S.A.E. please).

WARWICKSHIRE

NICHOLAS CHAMBERLAINE COMPREHENSIVE SCHOOL
Bulkington Road, Bedworth, Nuneaton
(1,650 on roll)

Required April TEACHER of MATHEMATICS, Scale 1. Suitably qualified candidate may expect to share in "A" level teaching in strong department with four "A" Maths sets each year.

Application form and further details available from the Head (S.A.E. please)

WEST SUSSEX
NORTH EASTERN AREA
IFIELD SCHOOL
Lady Margaret Road, Ifield, Crawley, Sussex

MATHEMATICS TEACHER required, able to make contribution to the department and life of school generally.

Favourable housing scheme. London Fringe Area Allowance.

Please contact Miss Wilkins, Headmistress, Crawley 26467.

WEST SUSSEX
SOUTHERN
THE LITTLEHAMPTON SCHOOL
Littlehampton
(Mixed 11-18 Comprehensive School)

Required January/April TEACHER of MATHEMATICS to teach SMP at variety of age and ability levels. Some Sixth Form work could be available. Scale 2 post for teacher with appropriate experience, but recently qualified teachers are also encouraged to apply.

Please apply to Headmaster giving relevant personal details and quoting names and addresses of two referees.

Modern Languages

Heads of Department

BRENT
(London Borough of)
CONVENT OF JESUS AND MARY HIGH SCHOOL
Crownhill Road NW10 4EP
(Roll 990, 11-18)

Required from January or as soon as possible thereafter:—

HEAD of MODERN LANGUAGES DEPARTMENT (Scale 4). French is taught throughout the school, with Spanish as second language. Courses are available in each language up to "A" level. The school has the help of two Foreign Assistants and a 32-booth language laboratory. Application forms (S.A.E.) from Director of Education, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW, returnable to the Head of the school within 10 days.

London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

BRENT
(London Borough of)
WILLIAM GLADSTONE HIGH (MIXED) SCHOOL
Parkside, NW2
Telephone: 01-450 2631/2
Headmaster: R. A. Mort, B.A.

This natural growth six-form entry comprehensive school opened in September, 1974. We have now reached the fourth year stage with 720 pupils and will take a further 180 in September, 1978. Thereafter the school will continue to grow according to the number of pupils staying on in the Sixth Form. The school, situated in very pleasant surroundings, comprises a main block on three floors, sports hall, large playing field and self-contained staff area. A Sixth Form block being built now should be ready by 1978-79. The school is supplied with the most modern equipment and specialist accommodation in all departments.

Required from January or as soon as possible thereafter:

HEAD of MODERN LANGUAGES Department (Scale 3) to take over a growing Department in which French, German and Multi-cultural Literature courses to C.S.E. and "O" level have been established. An interest in the World Literature Course which involves curriculum development is desirable.

London allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

Candidates should apply by letter to the Head of the School within seven days giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
STANTONBURY CAMPUS
Milton Keynes

HEAD of FACULTY, EUROPEAN STUDIES (Scale 4) required for January, April or September, 1978.

Head of Faculty embraces the teaching of foreign languages (at present French, German and some Latin), European Studies, and English in the Upper School. The present holder of the post (recently appointed Deputy Head at Sidney Stringer School, Coventry) is a Modern Linguist, but applications are invited from suitably qualified and experienced teachers in any of the above specialisms, and interest in developing curricular links between these subject areas will be expected.

The faculty prepares students for C.S.E. (modes I and III) and G.C.E. "O" and "A" level. The sixth form is expanding rapidly and the person appointed will be expected to contribute significantly to the development of courses in this area.

Upper School English and the Modern Languages are taught in suites of rooms surrounding a drama studio and offer flexible space, two audio-active laboratories, audio-visual and reprographic resources. A large Central Resource block, includes a further Language laboratory and remedial unit, and also services the curriculum.

Stantonbury Campus is the first of a number of large comprehensive school campuses to be developed within the new city of Milton Keynes. In the long term it will provide secondary education for 4,500 students in the age range 12-19, distributed through three schools of 1,500 students each. All the schools will share the facilities of an extensive Central Resource Area on the site in addition to their own provision. As a result of close co-operation with local authorities, a large Leisure Centre, Theatre, Music Centre, Health Centre, Ecumenical Centre, Community College, Youth Centre, shopping and recreational facilities are all an integral part of the campus for shared use with the surrounding community.

The first of these comprehensive schools, Bridgewater Hall, opened in September, 1974, with 200 students (now 1,000) and its first members have just gained their "A", "O" and C.S.E. successes and University places. Very wide career opportunities for teaching staff will develop as the Campus grows rapidly.

Help with housing may be available. Removal expenses payable in approved cases.

Application as soon as possible to: Geoffrey Cooksey, M.A., Director, Stantonbury Campus, Stantonbury, Milton Keynes MK14 6BN (Tel. Milton Keynes (0908) 314066). Full information will be sent immediately upon receipt of your letter together with the names and telephone numbers of two referees.

ESSEX

SIR CHARLES LUCAS COMPREHENSIVE
(Roll 1,760)
Hawthorn Avenue, Colchester
Tel.: Colchester 76217
Scale 4
(Re-advertisement)

Required for Easter or September, an experienced TEACHER of drive and sound scholarship, to lead a department of eight in this large comprehensive school. A most demanding but rewarding post: language laboratory; flourishing exchanges. Previous applicants will be considered. French and German preferred.

THE KING EDMUND COMPREHENSIVE
(Roll 1,114 mixed)
Vaughan Close, Rochford
Tel.: Southend-on-Sea 545771
Scale 3-4

Summer, 1978 GRADUATE required to teach GERMAN and FRENCH to "O" level as Head of flourishing Modern Languages Department. Specialist rooms and language laboratory available. Scale 3 or 4 depending on qualifications and experience.

Application forms and further particulars may be obtained from the Head of the school concerned, to whom completed application forms should be returned (foolscap S.A.E. please).

LEICESTERSHIRE

CASTERTON COMMUNITY COLLEGE
Great Casterton, Stamford, Lincs.
Comprehensive 11-16
Roll 388

HEAD of MODERN LANGUAGES
Scale 3.

Required April GRADUATE TEACHER. Ability to teach French and German essential at this 11-16 comprehensive school.

Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees. (S.A.E.)

SECONDARY
Modern Languages
continued

LONDON, S.E.22.
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, S.E.22

Required for September 1978:

A HEAD of the FRENCH Department to replace the present holder of the post on her retirement. Applicants should be capable of organizing and teaching French throughout the School to Advanced and Scholarship levels. This is a post of responsibility carrying a high salary for an applicant with excellent academic qualifications and experience.

Salary, Burnham Scale with Inner London Allowance and Government Superannuation.

Apply in writing to the Head Mistress giving full particulars, copies of two testimonials and the names of two referees.

NEWHAM
(London Borough of)
Readvertisement
STRATFORD SCHOOL
Upton Lane, Forest Gate,
London E7 9PR
(Roll 1,142, Coeducational)
Head Teacher,
Mr A. G. Chamberlain, B.Sc.

Required for April, 1978, or earlier if possible:—

HEAD of MODERN LANGUAGES DEPARTMENT. Scale 4.

Burnham Scales plus London allowance £402.

Application forms may be obtained from the undersigned, to whom they should be returned not later than 9th December, 1977.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

SHEFFIELD
EDUCATION COMMITTEE
COLLEY SCHOOL
Remington Road, Sheffield, S5 9PB
(11 to 18 Secondary)

Required for Easter 1978 in this expanding school (with S.P.S. Allowance): a HEAD of MODERN LANGUAGES. Scale 4.

Details of the school and work of the Modern Languages Department are available from the Headmaster to whom applications should be returned within 14 days.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
STANFIELD HIGH SCHOOL
High Lane, Burslem, Stoke-on-Trent
Age range 12 to 16 years
(Number on roll 748)
Group 9

HEAD OF MODERN LANGUAGES DEPARTMENT (Scale 4).

Required for Easter, 1978, an energetic and enthusiastic TEACHER to take charge of the MODERN LANGUAGES DEPARTMENT. French and German are taught to "O" and C.S.E. levels, and pupils participate in an exchange scheme to both countries.

Forms of application for the above appointments are obtainable on receipt of a stamped addressed envelope, from the Head Teacher at the school concerned to whom they should be returned not later than 10 days after the publication of this advertisement.

Other Posts on Scale 2 and above

BARNET
(London Borough)
EDGWARE SCHOOL
Green Lane, Edgware, Middlesex
01-958 5310
(Comprehensive, Co-educational. Roll 1,018. Sixth Form 100)

Required mid-February, 1978, TEACHER of FRENCH, preferably with some German. Scale 2 possibly available for suitable candidate.

Schemes for payment of removal expenses and separation allowances in approved cases.

Apply to Headmaster, giving full career details and names and addresses of two referees (S.A.E.).

Director of Educational Services.

HAVERING
(London Borough of)

GRADUATE to teach SPANISH at Royal Liberty School.

For full details see under Modern Languages Scale 1.

LEICESTERSHIRE

REDMOOR HIGH SCHOOL
Wykin Road, Hinckley
Leicestershire
High, 11-14

In the Leicestershire plan for the organization of secondary education.
Roll: 435

Scale 1 or 2

Required January, teacher of French with some English for this new and growing school.

Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees. (S.A.E.)

SUTTON
(London Borough of)
CARSHALTON HIGH SCHOOL FOR GIRLS
West Street, Carshalton, Surrey.

Required for January, a well-qualified TEACHER of FRENCH to join a lively and enthusiastic modern languages department.

French is the main language and is taught to C.S.E., Ordinary and Advanced levels.

A Scale 2 post is available for a suitably experienced candidate, but first post applicants will be considered.

Apply by letter, to the Headmistress, Mrs. M. P. Charles, B.Sc., enclosing curriculum vitae and the names and addresses of two referees.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
OSSETT SCHOOL
(1,470 on roll)

Required January 1978 TEACHER in Charge of GERMAN (Scale 2).

Requests for application forms (accompanied by a S.A.E.) should be addressed to The Education Department, 8 Bond Street, Wakefield, to be returned as soon as possible.

Scale 1 Posts

BERKSHIRE
LANGLEY GRAMMAR SCHOOL
Reddington Drive, Slough

Required for January 78, TEACHER for SPANISH "O", "A" and "S" level work. London Fringe allowance £150. Lodging allowance and removal expenses in operation. Possibility of housing.

Forms and further details from Head (S.A.E.).

Closing date 5 December 1977.

BRENT
(London Borough of)
WILLESDEN HIGH (MIXED) SCHOOL
Doyle Gardens, NW10 3ST
(Roll 1,600
11-18 Social Priority School)

Required immediately until the end of Spring term.

TEACHER of FRENCH (Scale 1) for this comprehensive school. Teaching will be in Upper School, third to sixth forms, and include "A" level work and French Studies. Use of language laboratory.

London Allowance of £402 per annum is payable.

Candidates should apply by letter to the Head of the school within seven days giving age, present post, qualifications, experience and referees.

BUCKINGHAMSHIRE
BEACONSFIELD–CHILTERN DIVISION
EVREHAM COUNTY SECONDARY SCHOOL
Swallow Street, Iver SL0 0HS
Head, D. James
Number on roll, 430 (mixed)

Required for January, 1978, qualified TEACHER to take FRENCH throughout the school to C.S.E. and "O" level. Scale 1, temporary appointment in the first instance.

London fringe area allowance of £150 per annum payable in addition to Burnham salary.

Apply by letter to the Head, giving full curriculum vitae and names and addresses of two referees. Closing date, November 28, 1977.

CAMBRIDGESHIRE
HUNTINGDON AREA
ST. IVO SCHOOL
High Leys, St. Ives, Huntingdon

Required for January, 1978, a TEACHER of FRENCH (Scale 1) for all ages and abilities including some examination work. The post is initially a temporary one for two terms. A permanent post is available for a suitably qualified and experienced candidate.

Apply by letter, giving full curriculum vitae and names and addresses of two referees, to the Headmaster at the school.

LONGSANDS SCHOOL
St. Neots, Huntingdon
(1,700 pupils, 11 to 19 years)

Required for January, a GRADUATE to teach FRENCH and SPANISH (Scale 1) in this well-established comprehensive school. The modern language department comprises nine full-time staff and offers excellent experience in teaching a full range of ability.

Apply immediately by letter, to the Headmaster at the school with curriculum vitae and name, address and status of two educational referees.

COVENTRY (City of)
BINLEY PARK MIXED COMPREHENSIVE SCHOOL
(1,650 on roll)

Required January, 1978—
FRENCH, Scale 1. C.S.E. work and possibility of "O" level plus Junior French.

Closing date 10 days after appearance of advertisement. Canvassing disqualifies.

Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmaster at the school, Brandon Road, Coventry, CV3 2AT.

CUMBRIA
EDUCATION COMMITTEE
RICHMOND SCHOOL
Whitehaven
(County: 11 to 16 Mixed comprehensive; roll, 860)

Required for January 1978 an ASSISTANT TEACHER of FRENCH (to C.S.E. level). Department of three with language laboratory. This school transfers pupils by guided parental choice at 13 and at 16 to a 13 to 18 school.

This post would be suitable for a college leaver.

Comprehensive letters of application giving the names of two referees should be sent to the Head, at the school, by November 28, 1977.

DERBYSHIRE
COUNTY COUNCIL
ALLENTON/SHELTON SCHOOL
Jubilee Road, Shelton Lock, Derby
Mixed Comprehensive. Number on roll 1,600. Number in Sixth Form 80

Required for January, 1978, for two terms, TEACHER of FRENCH and/or GERMAN. Scale 1.

Applications by letter to the Headmaster at the above address (S.A.E. please).

DEVON
SOUTHWAY SCHOOL
Rockfield Avenue, Southway, Plymouth

Required for a temporary appointment for January 1978 an enthusiastic TEACHER (graduate preferred) to offer FRENCH and GERMAN to C.S.E. "O" level. Emphasis on modern oral approach. Scale 1.

Application forms (stamped addressed envelope) from the Headmaster returnable to him within 14 days.

DONCASTER
EDUCATION COMMITTEE

CAMPSMOUNT SCHOOL
Norton, Doncaster DN6 9AS
Telephone: Doncaster 700474
Group 11, 12-18 Mixed Comprehensive

Required for January, 1978 Scale 1 TEACHER required for FRENCH in the MODERN LANGUAGES DEPARTMENT.

Courses in C.S.E. and G.C.E. "O" and "A" level. French and German are taught together with a European Studies programme for non-linguists. The successful candidate will be expected to teach across the full range of ability in banded or setted groups.

Application forms and further particulars available from the Headmaster on receipt of S.A.E.

DURHAM
COUNTY COUNCIL
DURHAM WHINNEY HILL SECONDARY SCHOOL
(530 on roll)

FRENCH—Salary Scale 1—TEACHER required for January 1978 to teach subject to C.S.E. and G.C.E. "O" level.

Stamped addressed envelope for application forms to Area Education Office, County Hall, Durham.

Closing date for receipt of applications, 5th December, 1977.

ESSEX

APPLETON SCHOOL
Croft Road, Benfleet.
(Roll 1,650)
Tel. South Benfleet 4215

Required January—FRENCH TEACHER to "A" level and C.S.E. Graduate preferred.

Apply by letter direct to Headmaster with foolscap S.A.E. please.

GLOUCESTERSHIRE
BEAUFORT SCHOOL
Holmleigh Park, Tuffley, Gloucester

Required for 1st January, qualified TEACHER for FRENCH and GERMAN in this six-form entry mixed comprehensive school (roll 1,050). Scale 1.

Applications as soon as possible by letter to Headmaster stating qualifications and experience—giving names of two referees.

HAMPSHIRE
BELLEMOOR SCHOOL
Bellemoor Road, Southampton SO1 2GU
(12-16 Boys Comprehensive
Number on Roll: 830)

Required for January or April, 1978.
Scale 2—FRENCH and GERMAN
Apply with S.A.E. to Head for details by 25th November.

HAMPSHIRE
NOADSWOOD COMPREHENSIVE SCHOOL
North Road, Dibden Purlieu,
Nr. Southampton
Number on Roll 880

Scale 1 for January, 1978, GERMAN to "O" level with some FRENCH.

Application and curriculum vitae with S.A.E. to Head.

HARINGEY
(Borough of)
THE SCHOOL OF ST. DAVID AND ST. KATHARINE
St Mary's Road, Hornsey, N.8
Headmaster, J. B. Ashwin, M.A. (Cantab.)

Required for January, 1978:

TEACHER of FRENCH and GERMAN (Graduate preferred) to teach throughout this Church of England Mixed Voluntary Aided Comprehensive School, which opened in March, 1976, in new well-equipped premises.

The post in question would involve mainly French, with a little German teaching.

Scale 2 post available for suitable applicant. Candidates should be well qualified linguists, interested in working in a developing School.

Applications should be made as soon as possible by letter, giving qualifications and curriculum vitae, with the names and addresses of two referees, to the Headmaster at the School.

London Allowance (£402) payable.

Removal expenses, 100 per cent allowed.

Chief Education Officer, Education Offices, Somerset Road N17 9EH.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
BEDFORDS PARK SCHOOL
Appleby Drive, Romford, RM3 7BJ
(Roll 1,178; Co-educational)
(S.P.A. Allowance £201-376 payable)

Required January 1978, or as soon as possible thereafter: TEACHER of GERMAN to "O" and "A" levels with some junior FRENCH. Temporary appointment considered.

There is a scheme for removal expenses.

Letters of application to the Head Teacher at the school, giving full curriculum vitae and quoting two referees.

Metropolitan Borough of Rochdale

EDUCATION DEPARTMENT

Primary

ALKRINGTON COUNTY INFANTS (5-7)
Manor Road, Alkrington, Middleton, M24 1JZ
Tel. 061-643 4558
Required for January, 1978 :—

Infant

Interest in all age groups of infants desirable. Ability to play the piano, whilst not essential, would be an advantage.

CROSSGATES COUNTY PRIMARY (4-11)
Kiln Lane, Milnrow, Rochdale, OL16 3DR
Tel. Rochdale 54573.

Temporary from 1st January, 1978 :—

Scale 1 for 1st/2nd Year Juniors

To be responsible for the overall development of their class and with an expertise in a particular area of the curriculum. This expertise to be shared as consultants, with other members of staff.

LANGLEY COUNTY INFANTS + NURSERY CLASS (3-7)
Thirlmere Drive, Langley, Middleton, M24 3NU
Tel. 061-643 8718

Required for January, 1978 :—

Infants Scale 2

To combine existing compensatory education programme and develop the school's involvement in the community in liaison with a member of the Junior staff holding a similar appointment. Nursery training an advantage but not essential. Flexible hours by arrangement. Social Priority Allowance payable. Experienced teacher essential. Further details available from the school.

Scale 1

LANGLEY COUNTY JUNIORS (7-11)
Thirlmere Drive, Langley, Middleton, M24 3NU
Tel. 061-643 8840
Willingness to contribute to community activities an advantage.

SMALLBRIDGE, ST. JOHN'S C.E. PRIMARY (5-11)
King's Grove, Wardle, Rochdale, OL12 9HR
Tel. Rochdale 49507
DEPUTY HEAD required for this Group 4 Primary School.
It is anticipated that the population of this school will grow over the next few years.

Middle

DURNFORD HIGH (11-14)
Rectory Street, Middleton, M24 3TS
Tel. 061-643 3945
Required for January or May, 1978 :—

Teacher/Librarian Scale 2

To teach small remedial classes and manage the school library.

KINGSWAY (10-13)
Turf Hill Road, Rochdale, OL16 4XA
Tel. Rochdale 40931
Required for Easter, 1978 :—

Mathematics Scale 1

Application should be by letter immediately, to the Head at the school, giving details of age, qualifications and experience, together with the names and addresses of two referees.

LANGLEY HIGH (11-14)
Windermere Road, Middleton, M24 4LA
Tel. 061-643 6526

English Scale 1

Ability to teach some History desirable.
Application should be by letter immediately, to the Head at the school, giving details of age, qualifications and experience, together with the names and addresses of two referees.

ST. JOSEPH'S R.C. (10-13)
Turf Hill Road, Rochdale, OL16 4XA
Tel. Rochdale 48995
For the Spring Term.

Temporary teacher of Craft

For the Spring Term :—

Application should be by letter immediately, to the Head of the school, giving details of age, qualifications and experience, together with the names and addresses of two referees.

Secondary/High Schools

OULDER HILL COMMUNITY (13-18)
Hudson's Walk, Rochdale, OL11 5EF
Tel. Rochdale 55222

Girls' P.E./Games Scale 1

A wide variety of facilities available including Sports Hall, Squash Courts, Swimming pools and Dance/Activities area.
Please state interests.

Mathematics Scale 1

Modern suite including a laboratory. Wide variety of courses including computer science, technology and statistics. Possibility of 'A' level work.

ROCH VALLEY HIGH (11-18)
Cornfield Street, Milnrow, Rochdale, OL16 3DR
Tel Rochdale 42495

Head of English Department Scale 4
(re-advertisement)

A well qualified and experienced teacher required to lead this large and important department which is fully developed to Upper Sixth level. A person who can offer good experience in English teaching and related activities (drama, magazine, library, etc.), is looked for.

Director of Sixth Form Studies Scale 4

Experienced graduate required for the start of the Spring or Summer Term to take charge of a developing 'Open' sixth. There are well over 100 in the sixth form and progress to higher education is well established.

SIDDAL MOOR HIGH (11-18)
Newhouse Road, Hopwood, Heywood, OL10 2NT
Tel. Heywood 69436
Required for 1st April, 1978 :—

Temporary teacher of Physics
for one term.

Temporary teacher of Biology
for one term.

SUTHERLAND HIGH (11-18)
Sutherland Road, Darnhill, Heywood, OL10 3PL
Tel. Heywood 60466
Required for one term (1st January to 30th April 1978) :—

Temporary teacher of English
to take the subject to C.S.E. and 'O' level.

MOORCLOSE HIGH (14-18)
Kenyon Lane, Middleton, M24 2DG
Tel. 061-643 5116
Required for two terms (1st January to 31st August, 1978) :—

Temporary teacher of English
to take the subject to C.S.E. and 'O' level.

Application by letter immediately, to the Acting Head at the school, stating age, qualifications and experience, together with the names and addresses of two referees.

Method of application (unless otherwise stated)

PRIMARY SCHOOLS
Application forms obtainable from the Chief Education Officer, Education Offices, Municipal Buildings, Middleton, Manchester, M24 4EA, and on completion to be returned to the Head of the school.

MIDDLE, SECONDARY/HIGH SCHOOLS
Application forms available from, and should be returned to the Head at the school.
All requests for forms should be accompanied by a foolscap stamped addressed envelope. Closing date: 28th November, 1977.

SECONDARY
Modern Languages continued

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
ROYAL LIBERTY SCHOOL
(Roll 713)
Upper Brentwood Road, Romford, Essex RM2 6HJ
(Four-form entry; 11 to 18; boys' comprehensive school, situated on one site in attractive surroundings on the fringe of the Green Belt)

Required January, 1978, or as soon as possible thereafter

GRADUATE to teach SPANISH throughout the school up to Open Scholarship standard. In sole charge of the subject. Scale 3 available but most suitable for first appointment. Temporary appointment considered.

Letters of application to Head Teacher, giving full curriculum vitae and quoting two referees.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
ADEYFIELD SCHOOL
Longlands, Hemel Hempstead
All-ability, Co-educational, 850 pupils, 11-18

TEACHER of FRENCH for April, 1978, to join an enthusiastic department and to teach throughout the school. The department occupies a purpose-built languages block, and strongly encourages visits and exchanges to France and Germany.

Fringe London allowance £150 payable. Help with housing possible.

Apply to Headmaster with full curriculum vitae and names and addresses of two referees.

LEEDS
NOTRE DAME GRAMMAR SCHOOL
St. Mark's Avenue, Leeds 2.
(Number on Roll: 650 girls aged 11-18 years)
Telephone: Leeds 30755
Head Teacher: Miss M. M. Lawton, B.A.

Upon reorganisation in September, 1978, this Direct Grant School is designated to become a comprehensive High School for girls aged 13-18 years

A GRADUATE, to teach FRENCH and LATIN, is required for January 1978. This post is initially offered on a temporary basis to cover the period of maternity leave being taken by the present holder.

The language department in the school is well established and the successful candidate will be required to assist with the teaching of French to "A" level and Latin to "O" level.

Applications, together with the names of two referees to be returned to the Chairman of the Board of Governors, Very Rev. Mgr. Canon T. Murphy, Cathedral House, Great George Street, Leeds LS2 8BE.

NORTHAMPTONSHIRE
COUNTY COUNCIL
SPONNE SCHOOL
Brackley Road, Towcester
Northants, NN12 7DJ

Required for January; a TEACHER of ENGLISH and FRENCH (Scale 1) in this 11 to 18 co-educational Comprehensive School of 1,000 pupils, including 180 in the Sixth Form. Applications are invited from experienced and newly-qualified teachers to work initially with junior classes. Later there will be an opportunity for a suitably qualified candidate to assist with well established C.S.E. and G.C.E. courses in both subjects. Help with games and extra-curricular activities would be welcome.

Application forms and further particulars from the Headmaster (S.A.E.).

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
COUNTHILL SCHOOL
Counthill Road, Oldham

Required for January, 1978, at this 11-16 mixed comprehensive school of 1,410 pupils, Scale 1 TEACHER of FRENCH for part-time post (0.6).

Send S.A.E. for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham, OL9 6PP, returnable to him immediately.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
WELSHPOOL HIGH SCHOOL
Welshpool, Powys

Assistant TEACHER required for 1st January, 1978 or such later date as may be agreed, to teach WELSH up to "A" level. Most teaching will be second language Welsh. Opportunity for some first language teaching. Scale 2 for candidate with some years of appropriate teaching experience. (Ref: 143/N/7).

Application forms and further particulars obtainable from the Head Teacher of the School (S.A.E. please), to whom completed forms should be returned by 30th November, 1977.

REDBRIDGE
(London Borough of)
VALENTINES HIGH SCHOOL
Cranbrook Road, Gants Hill, Ilford
Telephone: 01-554 3500. Miss J. Thompson, M.A.

Suitably qualified and experienced TEACHER of FRENCH (Scale 1) required for January, 1978, or as soon as possible thereafter in this new 11 to 18 mixed Comprehensive School, to teach the subject at least to "O" level. Subsidiary subjects offered should be stated in application for the post. Outer London allowance is payable. Further details are available from the Head Teacher at the school, to whom applications by letter should be sent as soon as possible giving details of age, education, qualifications and experience, together with the names of two referees.

RICHMOND UPON THAMES
(London Borough of)
SHENE SCHOOL
Park Avenue, East Sheen SW14 8RG
LANGUAGES FACULTY

Required as soon as possible a teacher of FRENCH and GERMAN Scale 1. Applicants should be capable of teaching French to "O" level standard and German to lower school classes. The appointment is initially a temporary appointment until the end of the summer term. Shene School is a newly opened 11 to 18 mixed comprehensive situated in pleasant grounds close to Richmond Park.

Forms (foolscap S.A.E.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB returnable to the Headmaster at the School by 28th November.

SALFORD (City of)
EDUCATION DEPARTMENT
THE CHURCH OF ENGLAND HIGH SCHOOL
Northfleet Road, Peel Green
Eccles M30 7PQ
Tel.: 061-789 8359/4729
(11 to 16 years mixed comprehensive 1618 on roll, 4 form entry)

Required from January, 1978

1. TEACHER—FRENCH (Scale 1). G.C.E. and C.S.E. courses well established. Ability to offer a second subject an advantage.
2. Temporary TEACHER—FRENCH (due to Maternity Leave of member of staff). Ability to teach up to and including G.C.E. "O" level essential.

Excellent facilities in small school set in pleasant surroundings.

Application forms and further information from the Headmaster, at the above school, to whom completed application forms should be returned as soon as possible.

SANDWELL
(Metropolitan Borough of)
MENZIES HIGH SCHOOL
(11-18 Mixed Comprehensive).

Required for January, 1978:
TEACHER of GERMAN with some FRENCH. Scale 1 post.
This is a temporary appointment for one term only. The vacancy arises from the promotion of the head of department.

German is the second language in a large, well-equipped department. Fifth and Sixth Form teaching is available for suitable candidate.

Letters of application, stating the names and addresses of two referees, should be forwarded as soon as possible to the Head Teacher, Clarkes Lane, West Bromwich, West Midlands.

STAFFORDSHIRE
COUNTY COUNCIL
EASTERN AREA
THE JOHN TAYLOR HIGH SCHOOL
Dunstall Road, Barton-under-Needwood
Group 11
Headmaster, Mr. N. W. J. Adams, B.A.

Required for January, 1978, or as soon as possible thereafter, AN ASSISTANT TEACHER for GERMAN (Scale 1) at the above school, which has a large, established languages department.

Ability to teach some French to "O" level would be an advantage.

Applications by letter to the Head Teacher at the school as soon as possible.

H. M. Williams, Area Education Officer, Eastern Area Education Office, Guild Street, Burton upon Trent DE14 1NE.

STOKE-ON-TRENT
Required for January, GRADUATE to teach SPANISH to "A" and "O" level G.C.E. standard. Scale 2 depending on experience.

Apply the Headmaster, St. Joseph's College, Trent Vale, Stoke-on-Trent.

TAMESIDE
METROPOLITAN BOROUGH
ASHTON-UNDER-LYNE WEST END SECONDARY SCHOOL
William Street,
Ashton-under-Lyne

ASSISTANT TEACHER, FRENCH/GERMAN Scale 1.

Application forms are available from the Head Teacher, at the above school. Ref.: 13/451/TES.

VOLUNTARY SERVICE OVERSEAS

Required for September 1978: qualified TEACHERS of ENGLISH or MODERN LANGUAGES for a wide range of English Language teaching posts.

See advertisement in English section.

WARWICKSHIRE
NICHOLAS CHAMBERLAINE COMPREHENSIVE SCHOOL
Bulkington Road, Bedworth, Nuneaton
(1,523 on roll)

Required January, TEACHER of LANGUAGES—German—Scale 1. German is taught to "A" level as second language and is being developed as parallel first language with French.

Application form and further details from the Head (S.A.E., please).

WEST SUSSEX
COUNTY COUNCIL
MID-SUSSEX AREA
WEALD SCHOOL
Billingshurst, Sussex
11 to 18 mixed rural comprehensive

Required January, TEACHER of FRENCH to "O" or "A" level. Some assistance with lower school German an advantage.

The school proposes a beginners Spanish course.

Form and details from Headmaster on receipt of foolscap S.A.E.

WEST SUSSEX
SOUTHERN
STEYNING GRAMMAR SCHOOL
Voluntary Controlled C of E.
11 to 18 Comprehensive. Day and Boarding, 2,013 on roll (including 107 boy boarders and 220 in Sixth Form)

Required January (temporary or permanent) suitably qualified person to teach FRENCH to classes in first two years.

Details and application form from Headmaster.

WEST SUSSEX
SOUTHERN
THE LITTLEHAMPTON SCHOOL
Littlehampton
(Mixed 11 to 18 Comprehensive School)

Required January/April TEACHER of FRENCH across the age and ability range including some external examination work.

Apply to Headmaster giving relevant personal details and quoting names and addresses of two referees.

WILTSHIRE
THE JOHN BENTLEY SCHOOL
Calne, Wiltshire SN11 8YH
(11-18 Comprehensive, 1,450 pupils)

Required in January for a Temporary appointment, for two terms, a TEACHER of GERMAN to take the subject to "O" Level, and possibly "A" Level, with some Junior FRENCH.

Post to be re-advertised later on permanent basis for September.

Please apply immediately to the Headmaster, giving full details of qualifications and experience and the names of two academic referees.

WILTSHIRE
EDUCATION COMMITTEE
WOOTTON BASSETT SCHOOL
Lime Kiln, Wootton Bassett,
Swindon, SN4 7HD

Required for January, an assistant TEACHER of FRENCH or FRENCH and GERMAN, Scale 1, to teach throughout the ability range, including Sixth Form work. The school is set in attractive rural surroundings and the Department is housed in a suite of seven rooms, including a Tandberg Laboratory and three audio-visual rooms. French and German have equal status in the school.

Applications to the Headmaster by letter with stamped addressed envelope please, and including curriculum vitae.

Music

Heads of Department

AVON COUNTY
CHIPPING SODBURY SCHOOL
Bowling Hill, Chipping Sodbury
Near Bristol

This 11 to 18 mixed comprehensive school requires a well-qualified MUSICIAN to be TEACHER in CHARGE of MUSIC, Scale 3, within the Creative Studies Faculty. We have Music Examination courses to C.S.E., "O" and "A" levels and our own Music Tutorial Scheme. For Easter, 1978, or preferably sooner.

Please write or telephone the Headmaster for more details.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
ASHCROFT HIGH SCHOOL
Crawley Green Road, Luton, Beds
Headmaster, Mr. G. E. Boden, B.A.

Required for January, 1978, HEAD of MUSIC, Scale 3, to be responsible for the teaching of Music throughout this 11 to 16 mixed Comprehensive and for the organisation of the Department.

Some assistance with accommodation may be possible.

Application forms obtainable from and returnable to the Headmaster (S.A.E. please).

BERKSHIRE
MEADWAY COMPREHENSIVE SCHOOL
The Meadway, Tilehurst, Reading
Roll, 1,050

Required for Easter '78 a dynamic LEADER interested in developing choir and orchestral work to be HEAD of MUSIC within the Creative Arts Faculty (Scale 3). There are courses in C.S.E. and "O" level in this well-equipped department. Classroom instrumental music-making is fostered with all children to third year. Peripatetic teachers of strings, woodwind and brass visit the school.

Lodging allowance and removal expenses in approved cases.

Forms and further details from the Headmaster at school (S.A.E.). Closing date December 5, 1977.

LONDON
MARIA FIDELIS CONVENT SCHOOL
34 Phoenix Road, London NW1 1TA
Telephone: 01-387 3856
A five-form entry Comprehensive School for Girls

Required in January, 1978, HEAD of MUSIC (Scale 3) to teach throughout the school, including C.S.E., "O" level and "A" level pupils.

There is an opportunity to develop both choir and orchestra and an interest in musical productions would be an advantage.

Violin, viola, cello, flute, clarinet, bassoon, piano and recorder are taught by peripatetic teachers.

Preference will be given to Catholic candidates.

Please write or phone for an application form to the Headmistress as soon as possible. Closing date for applications is Tuesday, 6th December.

HILLINGDON
(London Borough of)
BISHOPSHALT SCHOOL
Royal Lane, Hillingdon, Middlesex UB8 3RF
(Number on roll, 907; 163 in sixth form)
Head Teacher, L. Butler, B.A., Ph.D.

Required for January, 1978, or as soon as possible, DIRECTOR of MUSIC, Scale 3, in this former grammar school which received its first all-ability intake in 1977. There is a multi-purpose music suite, attractive hall, organ and large stage for performances. There is support from a second full-time music teacher as well as a team of visiting peripatetic music teachers.

There is a school orchestra, choir, and many out-of-school activities.

The successful applicant must be able to teach music to "A" level and have the experience to develop music within the curriculum and the enthusiasm to involve pupils throughout the school in musical performances and activities.

Apply by letter, to the Head Teacher at the school, giving full particulars and the names of two referees.

London Allowance Payable.

LEICESTERSHIRE
SPENCEFIELD SCHOOL
Downing Drive, Leicester
(Comprehensive 11 to 16)
(Roll 720)
HEAD OF MUSIC
Scale 3

Required April 1978. Selected students take C.S.E. and it is hoped to develop G.C.E. courses. Well established wind band, recorder group, guitar group, treble clef, and mixed choirs and newly formed string ensemble need co-ordination and inspiration.

Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees. (S.A.E.)

SANDWELL
(Metropolitan Borough of)
WARLEY HIGH SCHOOL
(11 to 16; mixed; comprehensive)

Required for Summer Term, 1978
HEAD of MUSIC, Scale 2 or 3 post, depending upon qualifications and experience.

It is hoped that the successful applicant will further the development of school band and orchestral work within the school.

Application forms and further details available from and returnable to the Head Teacher, Pound Road, Oldbury, Warley, West Midlands. Closing date: November 28, 1977.

STAFFORDSHIRE
EDUCATION COMMITTEE
CHASE TERRACE HIGH SCHOOL
Bridge Cross Road, Chase Terrace, Burntwood
Roll 1,010
Re-advertisement

Required for the Summer Term, 1978, well qualified and enthusiastic TEACHER to be HEAD of MUSIC (Scale 3). The school has a strong musical tradition which can be further developed in the recently opened purpose built accommodation.

Application forms obtainable from and returnable to the Headmaster (S.A.E.).

WEST SUSSEX
MID SUSSEX AREA
MILLAIS SCHOOL
Depot Road, Horsham
West Sussex
11 to 16 girls comprehensive

Required as soon as possible, HEAD of MUSIC, Scale 3. Subject is taken by all first to third year pupils and courses lead to "O" level.

Strong musical tradition—Choral and orchestral.

Department is housed in a separate music centre with one other full-time teacher and several peripatetic instrumental teachers.

Form and details from Headteacher on receipt of S.A.E.

Other Posts on Scale 2 and above

EAST SUSSEX
RATTON COUNTY SECONDARY SCHOOL
Park Avenue, Eastbourne,
BN21 2XR

Required for April, 1978, TEACHER to take charge of MUSIC through all the School and teach to C.S.E. level. Scale 2 post for suitably experienced person.

Relocation grants available in approved cases.

Application forms (S.A.E. please) from the Headmaster. Closing date December 2nd.

LIVERPOOL
LAWRENCE GIRLS' COUNTY SECONDARY SCHOOL
Lawrence Road, Liverpool L15 0EE

Require for January, ASSISTANT for MUSIC, Scale 2. Well qualified teacher to be responsible for the subject. Successful applicant would have the opportunity of developing the instrumental and choral work already established in the school.

Forms obtainable from (S.A.E.) and returnable to the Head Teacher. Quote ref 567(b). Closing date 28th November.

LONDON, S.W.6
LADY MARGARET SCHOOL
Parson's Green, S.W.6
(Voluntary Aided Church of England Grammar School which admitted first all ability intake to the first year in September, 1977) 400 girls of whom 100 are in the Sixth Form

Required in January for one term in the first instance, a MUSIC SPECIALIST, to take charge of teaching in the school, including O and A level work, choir, orchestra and coordination of visiting Music staff. Acting Head of Department allowance (Scale 3) available for suitably qualified applicant.

Applications, enclosing curriculum vitae and the names of two referees, to the Headmistress as soon as possible.

NORTH YORKSHIRE
COUNTY COUNCIL
COUNTY MUSIC STAFF
(Readvertisement)
TEACHER of MUSIC in Nidderdale, Scale 2

Applications are invited for appointment as soon as possible to the post of class teacher of Music in Nidderdale. The work will be divided equally between Upper Nidderdale High School, where the successful applicant will be responsible for music throughout this 11 to 16 comprehensive school and its contributory primary schools.

The Dale has the services of peripatetic instrumental teachers.

Application forms and further particulars (S.A.E.) available from the County Education Officer Room 143, County Hall, Northallerton, North Yorkshire DL7 8AE, to whom completed forms should be returned within 10 days of the appearance of this advertisement.

Previous applications will be reconsidered.

STAFFORDSHIRE
EDUCATION COMMITTEE
THE BLAKE COMPREHENSIVE SCHOOL
Marston Road, Hednesford
Roll 1,226

Qualified TEACHER of MUSIC (Scale 2) required for January, 1978, to teach across the ability band. Classes prepared for "O" level and C.S.E. examination in option groups. Interest in choir work would be welcomed.

Applications stating qualifications and references to be sent to the Headmaster, at the school.

Scale 1 Posts

AVON COUNTY
HENGROVE SCHOOL
Petherton Gardens, Bristol BS14 9BU
(Co-ed Comprehensive, 11-18, 1,150 pupils, southern boundary of Bristol)

Required for January, a TEACHER of MUSIC throughout the school. Ability to contribute to "A" level teaching and a full range of extra-curricular activities would be welcome. Temporary post for two terms in the first instance.

Apply by letter to the Headmaster immediately enclosing curriculum vitae and quoting two referees.

AVON COUNTY
WITHYWOOD SCHOOL
Molesworth Drive, Bristol
BS13 9RL
Telephone (0272) 644774/646194
1,550 boys and girls.

Required from January, 1978 (initially for two terms) a TEACHER of MUSIC. The teaching is principally in the 11 to 14 year age range, and would include choir and instrumental groups.

Please write (no forms), with curriculum vitae, telephone and addresses of referee(s) to Headmaster, or telephone 644774/646194.

Preference will be given to Avon candidates.

DEVON
BISHOP VAUGHAN RC SECONDARY SCHOOL
Tavistock Road, Manadon,
Plymouth

Required as soon as possible for a temporary appointment, an ASSISTANT TEACHER to teach MUSIC to years one to four inclusive and also to assist with other subjects. A Catholic teacher preferred. Willingness to assist with Church music essential. Scale 1 post.

Application forms (stamped addressed envelope) from Headmaster, returnable to him within 14 days.

DEVON
CAMELS HEAD SECONDARY SCHOOL
Wolseley Road, Camels Head,
Plymouth
(210 on roll)

Required for a temporary appointment from January, 1978, a TEACHER to teach MUSIC plus minority time subject, preferably MATHEMATICS but not essential. Scale 1 plus E.P.A. Allowance.

Application forms (stamped addressed envelope) from Headmaster, returnable to him within 14 days.

DONCASTER
EDUCATION COMMITTEE
MEXBOROUGH SCHOOL
College Road, Mexborough
S64 9SD South Yorkshire
Telephone Mexborough 3011

Required for January, 1978, if possible,

A MUSIC SPECIALIST, Scale 1, who will be second in the department of this large Comprehensive School. We are looking for an enthusiastic and hardworking musician, preferably with instrumental experience, who will be able to help in the work of this expanding department. There is a wide range of musical activities in the school: choral, orchestral, brass, woodwind and guitar, and there is an annual musical production as well as regular concerts.

Applications should be made as soon as possible to the Headmaster at the above address.

DORSET
GILLINGHAM SCHOOL
(Comprehensive: [illegible] girls and boys)

Required January TEACHER of MUSIC.

Excellent facilities and wide range of peripatetic instrumental teaching in support, with subject taught to "O" and "A" levels. Interest in choral work essential and ability to offer a second subject desirable.

Assistance with removal and incidental expenses.

Temporary appointment for Spring Term only could be made.

Apply (no form), with names of three referees, to Headmaster.

ESSEX
THE FURTHERWICK PARK SCHOOL
(Roll 1,270)
Furtherwick Road,
Canvey Island, SS8 7AZ
Telephone: Canvey 2157/8

The second enthusiastic member of the MUSIC teaching staff required for January if possible. Excellent opportunity to work with vocal and instrumental groups.

NICHOLAS COMPREHENSIVE
(Roll 1,460)
St Nicholas Lane, Laindon,
Basildon, SS15 5NX
Telephone: Basildon 43[illegible]1
(Temporary post)

Required for January, 1978, TEACHER of MUSIC able and willing to assist in all aspects of flourishing department. London Fringe Allowance payable.

Application forms and further particulars may be obtained from the Head of the School concerned to whom completed application forms should be returned (foolscap S.A.E. please).

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWANLEY SCHOOL
Swanley, Kent BR8 7TE

Established large comprehensive school with a full range intake, mixed, 11 to 18. 200 in Sixth Form.

Required in January: TEACHER for MUSIC to join an active and well equipped department.

Application is by letter to the Headmaster at the school, giving details and naming referees. (No forms).

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
BLUE COAT SCHOOL
Horsedge Street, Oldham

Required for January, 1978, at this 11 to 18 C. of E. mixed Comprehensive School of about 1,110 pupils, Scale 1 TEACHER of MUSIC with some RELIGIOUS EDUCATION for temporary post to 31st March, 1978.

Send S.A.E. for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP, returnable to the Head at the school immediately.

OXFORDSHIRE
COUNTY COUNCIL
SEGSBURY SCHOOL
Challow Road, Wantage,
Oxon OX12 9DU

Co-educational school, comprehensive years 1-4. Well established course to C.S.E. and "O" level. Staff teach to "A" level in the Wantage Sixth Form unit where required.

Required for January 1978: TEACHER of MUSIC to further develop choral and instrumental work.

Scale 2 post for well qualified applicant.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANDRINDOD HIGH SCHOOL
Dyffryn Road, Llandrindod Wells, Powys
Mixed Comprehensive
(Number on roll 900)

Required for 1st January, 1978, or later as may be agreed, a qualified ASSISTANT TEACHER to share in the teaching of MUSIC mostly in the Junior Forms. An interest in instrumental and choral work essential. Ability and willingness to assist in the teaching of Welsh studies (approximately 1/3 time) an advantage. A Scale 2 post may be available for a well qualified and experienced candidate (Reference 146/C/7).

Application forms and further particulars available from the Headmaster (S.A.E. foolscap please), to whom completed forms should be returned by 1st December, 1977.

SHEFFIELD
EDUCATION COMMITTEE
ST. PETER'S R.C. SCHOOL
Morrall Road, Sheffield S5 9AJ
An 11-16 Secondary

Required for January 1978, in this Roman Catholic School:

An enthusiastic TEACHER of MUSIC to teach the subject in Years 1 and 2 and to guide a small group through the external examination level. Scale 1.

Application forms are obtainable from the Headmaster and should be returned to the Secretary to the Governors, Father P. Kyleham, c/o St. Peter's R.C. School at the above address within 14 days of the appearance of this notice.

SHEFFIELD
EDUCATION COMMITTEE
EARL MARSHAL CAMPUS
Earl Marshal Road
Sheffield S4 8LA
A 12-18 Secondary

Required in January, 1978, or as soon after as possible.

A MUSIC TEACHER to develop the subject in the school, on the foundations already laid. Fourth and Fifth Year C.S.E. courses in Music have been established. A newly-qualified teacher will be considered (Scale 1 plus S.P.S. Allowance). Experienced teachers will be considered for Scale 2 or Scale 3 appointments. It would be desirable for applicants to be willing to teach English in Second Year in the present timetable.

Application forms are obtainable from the Head Teacher to whom they should be returned within 14 days of the appearance of this advertisement.

SOLIHULL
EDUCATION COMMITTEE
MERIDEN C.E. (CONTROLLED) J.I. SCHOOL
Fillongley Road, Meriden
Coventry CV7 7LW

Required January 1978:
Suitably qualified and experienced TEACHER for Scale 1 Post for MUSIC.

Application forms obtainable from the Director of Education, P.O. Box 20, Council House, Solihull, West Midlands B91 3QU to be returned to the Head of the School.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
BLYTHE BRIDGE HIGH SCHOOL
Cheadle Road, Blythe Bridge,
Stoke-on-Trent, ST11 9PW
Age Range 11-18 years
Number on Roll 1,151
Group 10

TEACHER for MUSIC required as soon as possible. A Scale 2 post is available for suitably qualified and experienced teacher (Scale 1).

Forms of application for the above appointments are obtainable on receipt of a stamped addressed envelope, from the Head Teacher at the school concerned to whom they should be returned not later than 10 days after the publication of this advertisement.

SUFFOLK
COUNTY COUNCIL
WESTBOURNE HIGH SCHOOL
(11 to 18 mixed, roll 1,410)
Marlow Road, Ipswich IP1 5JN
Head Teacher: Mr. W. Horsfield

Required for January, 1978, ASSISTANT TEACHER Scale 1 for MUSIC, with the ability to give pupils instruction in playing brass instruments

Forms and details from the Head at the school, S.A.E. please. Forms to be returned within fourteen days of the appearance of this advertisement.

THE MUSIC DEPARTMENT of the University of London Institute of Education are offering a number of courses.—See their display advertisement under "Courses".

Pastoral

Heads of Department

CROYDON
(London Borough of)
NORBURY MANOR HIGH SCHOOL FOR GIRLS
Kensington Avenue, Thornton Heath, Surrey CR4 8BT
(Tel.: 01-679 0062/4)

Tenable: January 1, 1978 or earlier if possible.

HEAD of YEAR required in this comprehensive school for 660 girls, aged 11 to 14 years. A Head of Year is responsible for a certain amount of discipline and pastoral care as well as liaising with staff in the school and, where appropriate, in other schools. Applicants should be able to offer either ENGLISH or GEOGRAPHY as their teaching subject. They must also be prepared to either accept some responsibility within the English department or to be in charge of the geography department.

Salary: Burnham Scale 3 with London area allowance.

Reasonable removal expenses will be reimbursed (details on request).

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address.

Closing date: December 2, 1977.

HAMPSHIRE
YATELEY COMPREHENSIVE SCHOOL
School Lane, Yateley
(Comprehensive mixed 11-18, number on roll 1,750)

Required for April, 1978. Scale 4 post.

HOUSEMISTRESS/MASTER with responsibility for Girls' discipline and pastoral care.

Letter of application nominating two professional referees to Head Teacher with S.A.E. for details.

Other Posts on Scale 2 and above

LEICESTERSHIRE
ELLIS SCHOOL
Corporation Road, Leicester
(Comprehensive 11 to 16)
(Roll 900)
HEAD OF HOUSE
Scale 3

Required January or as soon as possible thereafter. To be responsible for pastoral care of some 170 children. Candidates should have a sympathetic approach and awareness of the needs of children, plus the ability to work with a team of tutors.

Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees. (S.A.E.)

Physical Education

Heads of Department

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
ASHCROFT HIGH SCHOOL
Crawley Green Road, Luton, Beds.
Headmaster: Mr. G. E. Boden, B.A.

Required for January 1978, HEAD of DEPARTMENT of GIRLS' P.E. and GAMES, Scale 2, but Scale 3 available for suitably qualified and experienced candidate, in this 11 to 16 mixed comprehensive school with excellent facilities, including sports hall, and all-weather area. The successful candidate should have an interest in all major sports.

Some assistance with accommodation may be possible.

Application forms obtainable from and returnable to the Headmaster (S.A.E. please).

SECONDARY
Physical Education continued

BERKSHIRE
BULMERSHE SCHOOL
Woodley, Reading

Required April 1978, a suitably qualified and experienced teacher to be HEAD of the FACULTY of PHYSICAL EDUCATION and RECREATION (Scale 4) at this 8-form entry, 11 to 18 comprehensive school, roll 1,360. Excellent facilities which include newly equipped gymnasium, sports hall, swimming pool, dance studio. Extensive playing fields. A wide range of Physical education activities are well established in the school.

Commitment to extra-curricular activities essential. Lodging allowance and removal expenses schemes in operation.

Forms and further details from Headmaster quoting WSA 1187 (SAE). Closing date November 28, 1977.

NEWHAM
(London Borough of)
BRAMPTON MANOR SCHOOL
Roman Road, London, E6 3SQ
Roll: 1,474 Co-educational
Headteacher: Mr. D. Williams, M.A.

Required for April, 1978, or earlier if possible:
HEAD of GIRLS' P.E.—Scale 3.
The school has 2 gymnasia, 2 halls and playing fields on site. The school also has the services of visiting instructors in Fencing, Table-Tennis and Judo.

Burnham Scales. Plus London Allowance £402.

Application forms may be obtained from the undersigned to whom they should be returned by 2nd December, 1977.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

WAKEFIELD City of
METROPOLITAN DISTRICT COUNCIL
CASTLEFORD HIGH SCHOOL
(1,325 on roll, 12 to 18 years)
HEAD of GIRLS' P.E. (Scale 2) required for January 1978.
HEMSWORTH HIGH SCHOOL
(1,260 on roll, 13 to 18 years)
HEAD of GIRLS' P.E. (Scale 3) required for Easter 1978. Experience and good organization are essential. Games played are Hockey, Netball, Badminton. An interest in educational gymn and dance would be advantageous.

Requests for application forms and further details (accompanied by a S.A.E.) should be addressed to The Education Department, 8 Bond Street, Wakefield, to be returned as soon as possible.

Other Posts on Scale 2 and above

HEREFORD AND WORCESTER
(County Council of)
EDUCATION DEPARTMENT
KINGSTONE HIGH SCHOOL
Kingstone, Hereford HR2 9HJ

Required as soon as possible, an ASSISTANT TEACHER of GIRLS' PHYSICAL EDUCATION. A suitably qualified and experienced candidate will be considered for a Scale 2 post.

For further details and application forms apply to the Headmaster, enclosing a S.A.E. (foolscap).

LINCOLNSHIRE
LINCOLN ANCASTER HIGH SCHOOL
Burnham Scale 2 £3,099 to £4,713
Number on roll 600

Required for April 1978, or January 1978 if possible, TEACHER for BOYS' PHYSICAL EDUCATION and GAMES and responsibility as Second in Department.

Further particulars available on receipt of S.A.E. from the Headmaster. Apply by letter to the Headmaster at the School, Shannon Avenue, Lincoln, not later than Friday 2 December 1977.

OXFORDSHIRE
COUNTY COUNCIL
GILLOTT'S SCHOOL
Gillott's Lane,
Henley-on-Thames,
Oxon RG9 1PS

Required for Summer Term, 1978, a TEACHER of BOYS' PHYSICAL EDUCATION and GAMES in this 11 to 16 comprehensive School. Scale 2 post available for person of sufficient experience and qualification. Excellent indoor facilities, including swimming, and games fields. Particular interest looked for in cricket, rugby, basketball and possibly canoeing.

Application by letter with curriculum vitae and two educational referees to Headmaster as soon as possible. Fuller details available on request (S.A.E. please).

NORTH YORKSHIRE
(County of)
RAINCLIFFE SCHOOL
Scarborough
(11-16 Mixed Comprehensive. 1,000 on roll)

A TEACHER is required to take charge of GIRLS' PHYSICAL EDUCATION within the Physical Education Department. A Scale 2 allowance is available and the successful candidate must be appointed for Easter, 1978. A large gymnasium and larger sports hall are included in the school's accommodation.

Apply by letter giving details of training, qualification, and experience to the Headmaster at the school, Lady Edith's Drive, Newby, Scarborough, North Yorkshire.

Scale 1 Posts

BRADFORD (City of)
METROPOLITAN COUNCIL
THE GRANGE SCHOOL
(13 to 18 Upper Comprehensive, co-educational, 265 on roll. Sixth Form 100).

Required for January, 1978, a Scale 1 TEACHER of GIRLS' PHYSICAL EDUCATION.

The post will be temporary in the first instance but could eventually be permanent. The school has excellent facilities, inhabiting a Recreation Sports Centre in the day time and a full-range of activities including dance and outdoor pursuits, though there is no swimming.

Further information about the post and the school and application forms (S.T.A.P.) can be obtained from the Headteacher, The Grange School, Haycliffe Lane, Bradford BD5 9ET. Please enclose a stamped addressed envelope, completed forms should be returned to the school by November 30, 1977.

Ref: ET 40377/TES.

CUMBRIA
EDUCATION COMMITTEE
THE LAKES SCHOOL
Troutbeck Bridge, Windermere
(Mixed; 11 to 18; comprehensive: roll 1,045)

Temporary ASSISTANT TEACHER (Scale 1) required for one year from January, 1978, for BOYS' PHYSICAL EDUCATION/GAMES. The school has a sports hall, games field, an all-weather pitch and uses an adjacent indoor swimming pool.

Application forms obtainable from the Assistant Director of Education, Abbey Road, Barrow-in-Furness, to be returned to the Headmaster at the school by November 25, 1977.

DERBYSHIRE
BENJAMIN OUTRAM SCHOOL
Peasehill, Ripley
(620 boys and girls, 11-16 years)

Applications are invited for January, 1978, for the post of TEACHER of GIRLS' PHYSICAL EDUCATION. Ability to offer Biology in addition would be welcome.

Please write directly to the Headmaster.

DONCASTER
EDUCATION COMMITTEE
CAMPSMOUNT SCHOOL
Norton, Doncaster DN6 9AS
Telephone: Doncaster 700471
(Group 11, 12-18 Mixed Comprehensive)

Required for January, 1978:

Scale 1 TEACHER required for GIRLS' PHYSICAL EDUCATION.

There is a well defined specialist curricular programme together with a successful range of games including inter-school Netball, Hockey, Rounders and Athletics.

Application form and further particulars available from the Headmaster on receipt of S.A.E.

HAMPSHIRE
HOUNSDOWN SCHOOL
Totton
Mixed Comprehensive 12-16
Number on roll 1,070
Required January, 1978:—
Scale 1 Boys' PHYSICAL EDUCATION. Excellent facilities including swimming pool.

Application and curriculum vitae with S.A.E. to Head.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department
The Civic Centre, Lampton Road, Hounslow, TW3 4DN
Required January, 1978:
HESTON SCHOOL
Heston Road, Heston, TW5 0QR
Headmaster: Mr M. C. Moulton, B.A.
Group 10. No. on roll 810, 11 to 18 plus age range
(Mixed Comprehensive School)

A Temporary TEACHER of BOYS' P.E. and GAMES (Scale 1).

This vacancy arises because of promotion to a post overseas. At present the department offers Soccer, Rugby, Cross-country, Basketball, Gymnastics and Athletics, and in the Upper School, a variety of activities. An enthusiastic gymnast would be particularly welcome.

Application forms (please enclose a stamped addressed foolscap envelope) and further particulars of the post may be obtained from the Headmaster.

Closing date: Wednesday, November 30, 1977.

LONGFORD SCHOOL
Tachbrook Road, Feltham,
TW14 9PE
Headmaster: Mr G. C. E. Whiddett, J.P.

TEACHER of GIRLS' P.E./GAMES, Scale 1, to join a department of three. An interest in the teaching of Hockey would be an advantage. Longford School is an eight F.E. co-educational comprehensive (1,400 plus on roll of the 11 plus to 18 plus) based on a School Counselling, House-Tutorial organisation.

Applications giving full details of background and experience, and giving names and addresses of two referees, should be made in the first instance to the Headmaster by Friday, November 25, 1977 (S.A.E. please).

London Allowance £297 payable.

The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.

P. J. Lee, Director of Education.

LIVERPOOL
HOLLY LODGE GIRLS' COMPREHENSIVE SCHOOL
Queens Drive
Liverpool, L13 0AE

Required for January: ASSISTANT for PHYSICAL EDUCATION (Scale 1). Special interest in Dance and Movement an advantage.

Forms obtainable (S.A.E.) from and returnable by 28th November to the Head Teacher. Quote reference 577(b).

NEWHAM
(London Borough of)
BRAMPTON MANOR SCHOOL
Roman Road, London E6 3SQ
Roll: 1,474. Co-educational
Headteacher: Mr. D. Williams, M.A.

Required January, 1978:
Two temporary TEACHERS of GIRLS' P.E. Scale 1. The posts will be for one term only, following the late promotions of Heads of Departments.

Burnham Scales.
Plus London Allowance £402.

Application forms may be obtained from the Headteacher (Tel.: 01-511 0055) and should be returned as soon as possible.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

NEWHAM
(London Borough of)
LANGDON SCHOOL
Sussex Road, London E6 2PS
Roll: 1,905 co-educational
Headteacher: Mr. G. E. Hackman, M.A.

Required January, 1978 (for Spring Term only):
Temporary TEACHER of BOYS P.E. Scale 1.

Excellent facilities, 3 gymnasia and own playing fields on site.

Four other full-time men P.E. Staff.

The department has an established Mode III C.S.E. Outdoor Education course and an interest in this would be an advantage.

The school is a mixed comprehensive occupying modern buildings on a single 45 acre site. Sixth Form 150.

Burnham Scales.
Plus London Allowance £402.

Further details and application forms may be obtained from the Headteacher (Tel.: 01-471 2411) to whom they should be returned by 9th December, 1977.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
LODDON SECONDARY SCHOOL
(Number on roll 618 (mixed))
Kittens Lane, Loddon NR14 6JU

Scale 1 TEACHER required for GIRLS' PHYSICAL EDUCATION.

The school is due to become an all ability High School in September, 1978.

Application forms only obtainable by sending a foolscap S.A.E. to the Acting Head Teacher of the School. Receipt of applications will not be acknowledged and unsuccessful applicants will not be informed unless a S.A.E. is attached to the application form. Candidates are advised to use the first class post.

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
ST. ALBAN'S R.C. SCHOOL
Warren Lane, Oldham

Required for January, 1978, at this 11 to 18 R.C. mixed Comprehensive School of about 860 pupils, Scale 1 TEACHER of GIRLS' PHYSICAL EDUCATION, ability to offer English or Religious Education an advantage.

Send S.A.E. for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Oldham OL9 6PP, returnable to the Head at the school immediately.

REDBRIDGE
(London Borough of)
CHADWELL HEATH HIGH SCHOOL
Christie Gardens, Chadwell Heath
Romford
Telephone: 01-599 2600
Head: Mrs. D. Watkins, B.Ed.

Suitably qualified and experienced temporary TEACHER of GIRLS' PHYSICAL EDUCATION (Scale 1) required for January 1978 or as soon as possible thereafter in this newly established 11 to 18 mixed Comprehensive School to teach the subject and also some Lower School GENERAL SCIENCE. The post is temporary for two terms to July 1978. The school is based on a former Girls' Secondary Modern School and has a fully equipped gymnasium and newly-built sports hall. Science is at present served by two laboratories with access to a wide variety of aural-visual aids.

Outer London Allowance is payable.

Further details and application forms returnable to the school are available from the Head Teacher at the school, on S.T.A.P. The closing date for applications is 28th November 1977.

ST. HELENS
EDUCATION COMMITTEE
GRANGE PARK HIGH SCHOOL
Broadway
St. Helens, WA10 5RY
(11 to 16 years comprehensive: designated 11 to 18)

GIRLS' PHYSICAL EDUCATION and GAMES (Scale 1) required January 1978. Qualification in swimming an advantage. Please state subsidiary subject.

Application forms are available from the Head Teacher to whom they should be returned immediately.

STAFFORDSHIRE
EDUCATION COMMITTEE
WILNECOTE HIGH SCHOOL
Tinkers Green Road, Wilnecote,
Tamworth

MISTRESS for PHYSICAL EDUCATION (Scale 1) required for January, 1978, to teach throughout the school.

Application forms obtainable from and returnable to the Head Teacher (S.A.E.).

WARWICKSHIRE
ALDERMAN SMITH SCHOOL
Radnor Drive, Stockingford
Nuneaton
(820 on roll
13-16 comprehensive)

Required 6th February, or as soon as possible, well-qualified TEACHER, Scale 1, to join lively and successful department. Ideally candidates should have special interest in Gymnastics and Netball and have had some experience of ballet and movement. Ability to teach some Religious Education an advantage.

Application forms and further details available from the Head at the school. Telephone: Nuneaton 61131.

WEST SUSSEX
NORTH EASTERN AREA
IFIELD SCHOOL
Lady Margaret Road, Ifield,
Crawley, Sussex

Required January, suitably qualified TEACHER of GIRLS' PHYSICAL EDUCATION in this established mixed comprehensive school to teach subject throughout the age range. Specific interests should be stated on the application.

Favourable Housing Scheme. London Fringe Area Allowance.

Form and details from Headmistress.

Religious Education

Heads of Department

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
FEARNHILL SCHOOL
Icknield Way, Letchworth
(Coeducational. Group 10)

Required for Easter (September applications will be considered), HEAD of RELIGIOUS EDUCATION/SOCIAL STUDIES. Scale 2 or 3 depending on experience; possibility of early promotion to Scale 3/4 pastoral post. Five-form entry comprehensive school in new, purpose-built accommodation. 750 on roll.

The requirement is for a teacher with Religious Education background and strong interest in Social Studies and cooperation with other departments in Humanities faculty. Further details available from Headmaster, to whom applications and names of referees should be sent.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
COLLENSWOOD SCHOOL
Collenswood Road, Stevenage, Herts.

Required January, 1978, HEAD of RELIGIOUS EDUCATION. The successful applicant may also be required to teach some Junior School History.

The post might be suitable for a newly qualified teacher, without departmental responsibility. The post, although full-time, is initially a temporary one until 31st August, 1978.

Applications to the Headmaster, with names and status of two referees. Further details on request.

Removal expenses may be paid.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
URMSTON BOYS' GRAMMAR SCHOOL
(Selective 887 on roll; 115 in Sixth)
Bradfield Road, Urmston
M31 1PA
061-748 6204
HEAD OF RELIGIOUS STUDIES, Scale 2

Required for April, 1978. Graduate preferred. Willingness to teach Sociology to "A" level an advantage. Applicants for a temporary post for the Spring Term only would be considered also.

Application forms, available from the Head of the school, should be returned as soon as possible.

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
CARDINAL NEWMAN SCHOOL
Luton
RELIGIOUS EDUCATION SPECIALIST, Scale 3.

Applications will be considered from teachers seeking a temporary appointment on Scale 1.

See under Secondary Religious Education Scale 2 and above.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
CARDINAL NEWMAN SCHOOL
Warden Hill Road, Luton LU2 7AE
Headmaster, Mr. W. P. Davies, B.Sc.

Required as soon as possible, RELIGIOUS EDUCATION SPECIALIST, Scale 3, to join a team of specialist Religious Education teachers in this large Catholic School.

Application forms from and returnable to The Clerk of the Governors.

Some assistance with accommodation may be possible.

LEICESTERSHIRE
KING RICHARD III SCHOOL
Ellesmere Road, Leicester
Comprehensive 11-16.
Roll 665
RELIGIOUS EDUCATION
Scale 1 or 2 available for strong candidate

Required January or as soon as possible after. Teacher of Religious Education throughout the school. It would be desirable if candidates could teach in the music department and be competent pianists. The Religious Education department is extensively engaged in community service and the music department supports a band, folk-group and choir.

Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (S.A.E.).

Scale 1 Posts

EALING
(London Borough)
EDUCATION SERVICE
NORTHOLT HIGH SCHOOL
(Ten-form entry Coeducational)
Eastcote Lane, Northolt,
Middlesex UB5 4HW

Required for January, 1978, a suitable candidate will be considered for a later date, a Scale 1 TEACHER of RELIGIOUS EDUCATION in this all-ability 11 to 18 years Coeducational High School. Religious Education to be taught throughout the age and ability range. It is hoped that the person appointed would have an interest in the practical application of the subject in its humanities and community aspect.

London weighting £402.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses while looking for accommodation.

Applications to the Head at the school (S.A.E.).

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
ADEYFIELD SCHOOL
Longlands, Hemel Hempstead
(All-ability, co-educational 850 pupils 11 to 18).

TEACHER of RELIGIOUS EDUCATION required for January (or as soon as possible) to join integrated studies team in first year and to take charge of R.E. in years two and three. In Upper School R.E. forms part of general studies course. Vacancy due to promotion.

Fringe London allowance £150 payable. Help with housing possible.

Apply to Headmaster with full curriculum vitae and names and addresses of two referees.

HERTFORDSHIRE
WATFORD GIRLS GRAMMAR SCHOOL
The Crescent, Watford

Required January, Part-time or Full-time TEACHER for RELIGIOUS STUDIES preferably to "O" and "A" level. This would be a temporary appointment for two terms. London allowance £150.

Apply to Headmistress with copies of testimonials and names and addresses of two referees.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
ASHFORD, DUNCAN BOWEN SCHOOL
Stanhope Road, Ashford
(Boys and Girls) (Roll 1,260)

Required for Spring Term only. TEACHER of SENIOR RELIGIOUS EDUCATION and SOCIAL STUDIES.

Applications to Headmaster.

LIVERPOOL

Applications are invited for the following posts required for January. Forms obtainable from (S.A.E.) and returnable by 28th November to the Head Teacher.

ASSISTANT for RELIGIOUS EDUCATION, Scale 1
Quote reference 570(b).

GATEACRE MIXED COMPREHENSIVE SCHOOL
Grange Lane, Liverpool L25 4SD

ASSISTANT for DIVINITY and DRAMA, Scale 1/2.
OUR LADY OF THE ASSUMPTION R.C. SECONDARY MIXED SCHOOL
Hartsbourne Avenue, Liverpool L25 2RW

Scale 2 post available for suitably qualified and experienced applicant. Quote reference 566(b).

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified TEACHERS for the following post:—

RUSHCLIFFE COMPREHENSIVE SCHOOL
Boundary Road, West Bridgford, Nottingham NG2 7BW
Headmaster: D. P. Chambers, B.Sc.
Mixed: 1,418 (11-18)
Sixth Form 156

For January, TEACHER (Scale 1) for RELIGIOUS EDUCATION.

This is a temporary appointment for one or two terms.

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

OXFORDSHIRE
COUNTY COUNCIL
FITZHARRY'S SCHOOL
Northcourt Road,
Abingdon, Oxon.

Required for January, 1978, TEACHER of RELIGIOUS EDUCATION.

Further details may be obtained from the Headmaster to whom applications should be sent immediately.

SANDWELL
(Metropolitan Borough of)
BRITANNIA HIGH SCHOOL
Britannia Road, Rowley Regis, Warley, West Midlands
(11-16 Comprehensive)

Required for January, 1978:

TEACHER of RELIGIOUS EDUCATION—Scale 1 post
The school organises a Mode 3 C.S.E. examination in this subject.

Application forms and further details available from, and returnable to, the Head Teacher at the school. Closing date 28th November, 1977.

SANDWELL
(Metropolitan Borough of)
PERRYFIELDS HIGH SCHOOL
Oldacre Road, Oldbury, Warley,
West Midlands
(11-16 Comprehensive)

Required for January, 1978:

TEACHER of RELIGIOUS EDUCATION—Scale 1 post
(Temporary appointment for one term)

Letters of application with curriculum vitae and the names of two referees should be sent to the Head Teacher at the school. Closing date 28th November, 1977.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
URMSTON BOYS' GRAMMAR SCHOOL
(Selective; 887 on roll; 115 in sixth)
Bradfield Road, Urmston
M31 1PA
(061-748 6204)

RELIGIOUS EDUCATION
(Scale 1, temporary)

Graduate preferred. Willingness to teach Sociology to "A" level an advantage.

Application forms available from the Head of the school, should be returned as soon as possible.

Rural Studies

Heads of Department

ESSEX
BILLERICAY SCHOOL
School Road, Billericay
(Roll: 1,450 Main School 200 + Sixth Form)
Tel: 02 774 56191

HEAD OF RURAL SCIENCE
(Scale 3)

Experienced TEACHER required Easter 1978, for well established Rural Science Unit. Large farm animals and other livestock kept. Good gardening and greenhouse facilities. Two teaching rooms in enclosed unit. Rural Science and Environmental Studies taught to C.S.E. and "O" level.

Close liaison with other departments in the school. Several thriving clubs including Young Farmers Club, with successes at County and local Shows. London Fringe Allowance of £150 per annum payable.

Please send a foolscap S.A.E. for an application form and further details to the Headmaster.

Science

Heads of Department

AVON COUNTY
FILTON HIGH SCHOOL
New Road, Stoke Gifford, Bristol BS12 6QT
(Co-educational 11 to 18 Comprehensive 1,400 pupils)
Required in April, 1978
HEAD of BIOLOGY
(Scale 3)

An experienced specialist BIOLOGIST is sought to lead a team of 3 in the Biology Department, working in liaison with the Head of Science. Ability to teach throughout the age and ability range to C.S.E., "O" and "A" level essential. 8 Science laboratories and good technical assistance. Strong interest in field work required.

The successful applicant will be expected to act as a tutor to a mixed-ability tutor group in a strongly established House system.

Applications by letter to the Headmaster enclosing curriculum vitae and quoting two referees immediately.

WEST GLAMORGAN County Council

Applications are invited from suitably qualified teachers for the following posts in the Authority's service. All posts are Scale 1 unless otherwise specified. An asterisk before the school name indicates a social priority school.

Deputy Headship

*HENGWRT PRIMARY, GIANTS GRAVE, BRITON FERRY, NEATH
This is a GROUP 4 School with a mixed pupil enrolment of 161 in the age range 5-11 years. (Post Ref. 5P12/1.24.77).

Second Master/Mistress

YSGOL GYFUN YSTALYFERA, GLANDYRAFON ROAD, YSTALYFERA
This is a Group 11 School with a mixed pupil enrolment of 1,240 in the age range 11-18 years. (Post Ref. 4S14/2.24.77).

Secondary Schools

GENERAL SCIENCE
MANSELTON JUNIOR COMPREHENSIVE, CECIL STREET, MANSELTON, SWANSEA
(MIXED) (274 on roll) (Age Range 11-13). Also some MATHEMATICS (Post Ref. 2S19/3.24.77)

GEOGRAPHY
SANDFIELDS COMPREHENSIVE, SOUTHDOWN VIEW, PORT TALBOT
(MIXED) (1,401 on roll) (Age Range 11-18) (Post Ref. 6S6/4.24.77).

MUSIC
BISHOP VAUGHAN R.C. COMPREHENSIVE, MYNYDDGARNLWYD ROAD, MORRISTON
(MIXED) (1,150 on roll) (Age Range 11-18) HEAD OF DEPARTMENT, Scale 3 for suitable applicant. (Post Ref. 4VBV/5.24.77).

REMEDIAL
PENYRHEOL COMPREHENSIVE, PONTARDDULAIS ROAD, GORSEINON, SWANSEA
(MIXED) (1,800 on roll) (Age Range 11-18) to Year 1 with some HISTORY and GEOGRAPHY. (Post Ref. 3S17/6.24.77).

Primary Schools

JUNIOR
PLASMARL JUNIOR, BRITANNIA ROAD, PLASMARL, SWANSEA
(MIXED) (142 on roll) (Age Range 7-11) able to take boys' P.E. and CRAFT. This is a temporary post for the Spring and Summer Terms 1978, due to the secondment of a permanent member of staff. (Post Ref. DISTRICT 2/P7/7.24.77).

Application forms and further particulars of specific posts are available from the undersigned on receipt of a stamped addressed foolscap envelope quoting the appropriate post reference.

CLOSING DATE. The closing date for the receipt of completed application forms is THURSDAY 1st DECEMBER, 1977.

John Beale, Director of Education, Education Department, Princess House, Princess Way, SWANSEA.

SECONDARY
Science
continued

AVON COUNTY
ST. MARY REDCLIFFE AND TEMPLE V.A. SCHOOL
Somerset Square, Bristol BS1 6RT
(co-educational six-form entry 11 to 18 C. of E. comprehensive)
Required for September, 1978: HEAD of BIOLOGY.

Applicants should be suitably experienced and qualified and be practising communicant members of the Church of England.

Applications to Headmaster immediately enclosing curriculum vitae, names of two referees and S.A.E.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
HALYARD HIGH SCHOOL
High Street
Leagrave, Luton, Beds.
Headmaster: Mr. B. D. Round, B.A.

Required for January, 1978, HEAD of SCIENCE DEPARTMENT, specialising in the teaching of Physics. This is a key position leading a team of six Science teachers in an 11-16 mixed comprehensive school of 1,250 pupils. The post is a temporary one for the Spring term only and is caused by the secondment of the permanent holder.

Application forms from and returnable to the Headmaster. Stamped addressed envelope please.

BERKSHIRE
MEADWAY COMPREHENSIVE SCHOOL
The Meadway, Tilehurst, Reading

Required for Easter, 1978, an experienced TEACHER willing and able to assist with the teaching of COMBINED SCIENCE and PHOTOGRAPHY is required as HEAD of CHEMISTRY, to be second in the Science Faculty (Scale 3). The School, roll 1,060, has six well-equipped laboratories and teaches Chemistry, Physics and Biology to C.S.E./"O" level and "A" level, and there are courses in Combined Science and Community Science. The number of "A" level candidates is small, but will increase.

Lodging allowance and removal expenses in approved cases.

Forms and further details from the Headmaster at school. (S.A.E.) Closing date December 5, 1977.

ESSEX
BILLERICAY SCHOOL
(Roll 1,450 Main School—300-plus Sixth Form)
School Road, Billericay
Tel: 02-774 55191

HEAD OF PHYSICS

Scale 4. An experienced TEACHER is required from Easter or September, 1978, to lead a large, well-equipped and highly successful department, with an excellent academic record at C.S.E., "O", "A" and Oxbridge levels. The department has developed strong technology and electronics interests and there is ample opportunity for continuing innovation in these and other aspects of the subject. London Fringe Allowance of £180 per annum payable.

Please send a foolscap S.A.E. for an application form and further details to the Headmaster.

GLOUCESTERSHIRE
ROYAL FOREST OF DEAN GRAMMAR SCHOOL
Berry Hill, Coleford
(Co-educational: 800 pupils)

Required for 10th April, 1978, HEAD of PHYSICAL SCIENCES Department, Scale 4, to teach PHYSICS and CHEMISTRY to "O" level, PHYSICS to "A" level.

Apply by letter to the Headmaster, giving names and addresses of two referees enclosing S.A.E.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
CHELLS SCHOOL
(Group 10)
Mobbsbury Way, Stevenage, Herts

Required for April, 1978, a suitably qualified and experienced TEACHER as HEAD of SCIENCE (Scale 4) in this five-form entry co-educational all-ability school. There is a well-established team of seven in the department, which is housed in a new Science Block with excellent facilities. Nuffield Course in first three years. External examination courses to C.S.E. and G.C.E. "O" and "A" levels in Physics, Chemistry, Biology, Human Biology, Integrated Science and Environmental Studies.

Apply directly to Headmaster, with curriculum vitae and names of two referees. Further details on request. Removal expenses may be paid.

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

Unless otherwise stated:
Closing date is 14 days after the appearance of the advertisement.

In respect of Headships and Deputy Headships in all schools, and other posts in primary, middle and special schools, forms are available from, and returnable to, the Director of Education, Department of Education, Great George Street, Leeds LS1 3AE.

For other posts in secondary and high schools, application by letter should be made to the Headteacher of the school concerned, giving full details and the names of two referees.

The post reference number should be quoted on all correspondence.

Applications requiring acknowledgement and requests for forms and details should be accompanied by a stamped addressed envelope.

PRIMARY SCHOOLS
SCALE 1 POSTS

E.797 GARFORTH ABERFORD ROAD INFANT SCHOOL (No. on roll 180; 5-7 years)
Aberford Road, Garforth, LS25 2HP
Headteacher: Miss H. Mosley
Telephone: 863090
Required for January, 1978: Experienced Infant Teacher for class of 5-6-year-olds. Keen interest in and knowledge of the teaching of number and English basic skills essential. An ability in Creative Activities an advantage.

E.798 OSMONDTHORPE PRIMARY SCHOOL (No. on roll 411 plus Nursery class 5-9 years)
Wykebeck Avenue, Leeds LS9 0JE
Headteacher: Mrs. M. Addison
Telephone: Leeds 649042
Required for January, 1978: A suitably qualified teacher for a class of 7-8-year-old children. Candidates should give details of interests and subject specialisms.

NE.792 ST. JOSEPH'S R.C. PRIMARY SCHOOL (No. on roll 207; 3-11 plus years)
Barleyfields Road, Wetherby LS22 4PR
Headteacher: Sister Marie Connolly
Telephone: Wetherby 62163
Required for January: Qualified Infants' Teacher, preferably with music. Application forms (please enclose stamped addressed envelope) available from and returnable to Rev. Manager, St. Joseph's School, Wetherby.

HIGH/SECONDARY SCHOOLS
SCALE 2 POST

S.804 COCKBURN HIGH SCHOOL (No. on roll 655; 13-18 years)
Burton Road, Leeds LS11 5EL
Headteacher: Mr. T. E. N. Starbuck, M.A.
Telephone: 707451
Required for January, 1978: A teacher for Technical Studies, who will be prepared to share in all areas of work, but preferably with a special interest in Metalwork. Courses are designed for pupils across the whole ability range, some general, others leading to C.S.E. and 'O' level examinations. Whilst a Scale 2 post is available for a suitably experienced teacher, applications from newly qualified teachers will also be considered.

SCALE 1 POSTS

S.805 MATTHEW MURRAY HIGH SCHOOL (No. on roll 1,115; 13-18 years)
Brown Lane, Leeds LS11 0DJ
Headteacher: Mr. T. W. Kirk, B.Sc.
Telephone: 713031
Required for January, 1978, for this purpose-built comprehensive school: A Teacher for French and/or German to C.S.E. and 'O' levels. Possibility of 'A' level for a suitably qualified and experienced candidate.

NE.794 ROUNDHAY SCHOOL (Co-educational) (No. on roll 1,380; 13-18 years, including 330 in 6th Form)
Gledhow Lane, Leeds LS8 1ND
Headteacher: Mr. C. H. Glover
Telephone: Leeds 650031
Required for January: Scale 1: Well-qualified man or woman to teach ECONOMICS in well-established department of four staff at all levels including G.C.E. 'O' and 'A' levels with C.S.E. and non-examination courses in Social Economics. Temporary appointment considered for two terms.

SCALE 1 POSTS TEMPORARY

NW.789 LAWNSWOOD SCHOOL (No. on Roll 1,320; 13-18 years)
Ring Road, West Park, Leeds LS16 5AG
Headteacher: Mr. E. Pollard, M.A. (Cantab.)
Telephone: Leeds 782321
Required for January: Teacher of RELIGIOUS AND COMMUNITY STUDIES. This is a temporary appointment until July, 1979, during the secondment of the present holder. The Department teaches both compulsory courses and examination options up to 'A' level. The current timetable involves a commitment to teach some English up to 'O' level.

NW.790 ST. MARY'S R.C. (AIDED) COMPREHENSIVE SCHOOL (MIXED) (No. on roll 878 increasing; 11-18 years)
Menston, Ilkley, LS29 6AE
Headteacher: Mr. J. J. Dalton, B.A.
Telephone: Guiseley 72951
Required for January: MATHEMATICS Teacher to take the subject across the ability range up to and including C.S.E. standard. Temporary appointment envisaged but permanent possible.

HILLINGDON
(London Borough of)
TOWNMEAD SCHOOL
Wise Lane, West Drayton, Middlesex UB7 7EJ
(Number on roll 960—40 in Sixth Form)
Head Teacher, G. Leon-Smith, M.A.
Head Teacher, G. Leon-Smith, M.A. (Cantab.), F.R.S.A.

This is a six-form entry mixed comprehensive school. It is situated on the edge of pleasant, open countryside with excellent access to London via the M4. The buildings are modern, all on one site, and extensions were completed last year. The school has a pastoral system of Year Tutors and Deputies, and there are opportunities for work in this field for those interested.

Required for January or April, 1978, HEAD of SCIENCE, Scale 4, to take charge of a department of six other staff in this developing comprehensive school. Combined Science is taught throughout the first three years, with separate sciences being taught to "O" and "A" level. Four new Science laboratories have recently been completed to provide six in all and there is a full complement of ancillary help. The successful candidate will be a person with organizational ability, energy and enthusiasm and will be a full member of the Curriculum Committee expected to play an active part in the development of the school as a whole.

London Weighting of £267 and 75 per cent of removal expenses payable. Borough Mortgage Scheme and assistance with temporary accommodation may be possible.

Application forms should be obtained from and returned to the Headmaster as soon as possible. Please give a telephone number where you can be contacted.

London Allowance payable.

HILLINGDON
(London Borough of)
MELLOW LANE SCHOOL
Hewens Road, Hayes, Middlesex UB4 8JP
(Number on roll 1,180—118 in Sixth Form)
Head Teacher, G. D. Walters, J.P., B.Sc.

HEAD of CHEMISTRY (Scale 3) to work in a strong and flourishing department under the general direction of the Head of Science. Experience of Nuffield Combined Science in the Lower School will be an advantage. Nuffield courses are taught in all sciences. Two of the school's seven laboratories are devoted exclusively to the teaching of Chemistry and there is generous provision of ancillary assistance. All three sciences are taught in the Upper School and Chemistry is always a popular option among Sixth Form students. The vacancy is due to the promotion of the present holder of the post.

Application forms from and returnable to the Head Teacher.

London Allowance payable.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department, The Civic Centre, Lampton Road, Hounslow TW3 4DN
CRANFORD COMMUNITY SCHOOL
High Street, Cranford, Hounslow TW5 9PD
Headmaster, Mr. J. E. Hawkes, J.P., A.C.P., F.R.G.S.
Required January, 1978, or as soon as possible:
HEAD of SCIENCE DEPARTMENT (Scale 4).

Applications are invited from experienced and well-qualified teachers for the post of Head of the Science Department, which has become vacant following the promotion of the present incumbent.

The successful applicant must be capable of leading a large team of science teachers in a department which has had considerable success at all levels. Familiarity with modern developments in Science and in particular a commitment to lower school Combined Science, must be regarded as essential.

The Head of Science is responsible for the control of eight excellent, new well-equipped science laboratories, an optics room and an animal room, together with several fully stocked preparation rooms.

Cranford School is a Group 12, mixed comprehensive school (roll, 1,370) in new purpose-built accommodation with excellent and expanding facilities for community use, including a clinic, sports hall and, in the near future, branch library facilities.

London Allowance, £297 payable.

Letters of application, together with full curriculum vitae and the names of two referees, should be addressed to the Headmaster by Friday, November 25, 1977. For more detailed information concerning the school, a stamped addressed foolscap envelope should be enclosed.

The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.

P. J. Lee, Director of Education.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWAFFHAM/HAMONDS HIGH SCHOOL
Brandon Road, Swaffham, Norfolk
(983 mixed)

Required for January or Easter 1978: HEAD of BIOLOGY (Scale 2) to teach subject to "A" level and across full ability range.

Removal expenses are paid in accordance with the Authority's scheme.

Application forms and further details may be obtained by sending a stamped addressed envelope to the Head Teacher at the school.

NOTTINGHAMSHIRE
THE BRUNTS SCHOOL
(V.A. Upper School, eight-form entry, 13 to 18 mixed)
Headmaster: M. A. Carter, M.A.

Required for April 1978, an experienced GRADUATE HEAD of BIOLOGY DEPARTMENT, Scale 3. The Department has well developed "O" and "A" level courses and is currently running its first C.S.E. examination course in Human Biology.

Application forms and further details may be obtained from the School Secretary on receipt of a foolscap S.A.E. Completed applications should be sent to the Headmaster by 30th November.

Short-listed candidates will be informed within 10 days of that date, but it is regretted that no other acknowledgment will be sent.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
MARYHILL COMPREHENSIVE SCHOOL
Gloucester Road, Kidsgrove, Stoke-on-Trent ST7 4DL
(Age range 11 to 18 years)
(No. on roll 850)
Group 10
HEAD of PHYSICS (Scale 3).

Required for Easter, 1978, or earlier if possible, HEAD of PHYSICS (Scale 3) to assume responsibility for this subject up to and including G.C.E. "A" level.

Forms of application for the above appointments are obtainable on receipt of a stamped addressed envelope, from the Head Teacher at the school concerned, to whom they should be returned not later than 10 days after the publication of this advertisement.

WILTSHIRE
WESTWOOD ST. THOMAS' C.E. UPPER SCHOOL
Westwood Road, Salisbury SP2 9HS
Headmaster: R. H. Hood, B.A., B.D.

Telephone: Salisbury 23131
Required for April, DIRECTOR of STUDIES, SCIENCE, Scale 4. The well developed Science Department consists of nine specialist staff, 9 new laboratories and 3 technicians. Courses are well developed in all separate sciences to "A" level, "O" level and C.S.E. A graduate scientist of any discipline who has adequate administrative experience to co-ordinate the work of the faculty is required.

This school is the Upper School (13 to 18) for the west of Salisbury and the Wilton area. Full information about the school and the post from the Headmaster on receipt of a foolscap S.A.E.

Other Posts on Scale 2 and above

LEICESTERSHIRE
REDMOOR HIGH SCHOOL
Wykin Road, Hinckley, Leics.
In the Leicestershire Plan for the Organisation of secondary education.
High 11-14
Roll 435
BIOLOGY

Scale 1 or 2.

Teacher required January or April for this new and growing school.

Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees. (S.A.E.)

LINCOLNSHIRE
CAISTOR GRAMMAR SCHOOL
Caistor, Lincoln
(Roll 300 mixed, including 100 boarders)

Required as soon as possible, a married HOUSEMASTER or a HOUSEMISTRESS to assist in running a boarding house of 55 boys and girls. A modern two-bedroomed flat is provided with additional residential emoluments. Scale 2 post available for a suitable candidate able to teach Biology and Junior Physics and Chemistry.

Apply by letter to the Headmaster, from whom further particulars may be obtained, by 2nd December.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest.

London addition to to salary payable.

LAKE HOUSE HIGH SCHOOL
Ramsay Road, London, E7 9EQ
Headmaster: Mr. J. Pashley
Required for January or Easter 1978: SCIENCE TEACHER (Scale 2) to act as Second in a very well established department with well-equipped laboratories in this mixed Comprehensive High School (400 on roll; 11 to 14 years). This post presents an ideal opportunity for a teacher with some experience to gain promotion. Nuffield Science taught throughout.

Apply by letter in the first instance as soon as possible giving full details to the Head Teacher enclosing a stamped addressed envelope for further information.

WIGAN
(Metropolitan Borough of)
LEIGH ST MARY'S R.C. HIGH SCHOOL
Manchester Road, Astley
Tyldesley M29 7EE
(11-18 Mixed Comprehensive)
Required for 1st May, 1978:
Scale 2 post in SCIENCE Department.
GRADUATE BIOLOGIST preferred. Main responsibility for Science courses in Fourth and Fifth year ROSLA groups and to share "O" and "A" level biology teaching.

Previous applicants will automatically be considered.

Application forms and further particulars available from and returnable to the Head Teacher at the school (S.A.E. please). (A46).

Closing date: 2nd December, 1977.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
LEALANDS HIGH SCHOOL
Sundon Park Road, Luton, LU3 3AL
Headmaster: Mr. R. H. Ellis, B.A.
Required for January, 1978, Specialist TEACHER of PHYSICS to "O" level and C.S.E. in years 3, 4 and 5. Also to teach Nuffield Combined Science in years 1 and 2. Scale 1.

The school is an 11-16 mixed comprehensive school with 1,200 pupils, in largely new buildings on the northern outskirts of Luton.

Some assistance with accommodation may be possible.

Application forms obtainable from and returnable to the Headmaster (S.A.E. please).

BERKSHIRE
ALFRED SUTTONS BOYS' SCHOOL
Crescent Road, Reading
Roll: 900
Required for January, 1978: A TEACHER of BIOLOGY to join the Science Department and teach the subject to "O" level and C.S.E. classes, together with COMBINED SCIENCE in the Lower School. Possibility of Sixth Form work. Lodging allowance and removal expenses schemes in operation.

Apply with details to the Headmaster, naming two referees (S.A.E.). Closing date 5th December, 1977.

BRENT
(London Borough of)
ST. GREGORY'S HIGH (MIXED) SCHOOL
Donnington Road, Kenton
Harrow, HA3 0NB
(Roll 980)
Required from January or as soon as possible thereafter in this Roman Catholic Comprehensive School: PHYSICS TEACHER (Scale 1) to teach Physics to C.S.E. level and to assist with Integrated Science courses. A variety of G.C.E. "A", "O" and C.S.E. courses are well established. The school, which is in a modern building, in an attractive suburban area, has well-equipped laboratories.

London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

Candidates should apply by letter to the Head of the school within seven days giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.

BEXLEY
(London Borough)
CHISLEHURST AND SIDCUP GRAMMAR SCHOOL
Hurst Road, Sidcup, Kent
(Roll 890 boys, 300 girls)
Telephone Number: 01-302 6511
Required for September, 1978, TEACHER of PHYSICS to take the subject to "A" and "S" level in a strong academic department. Scale post available for suitably qualified candidate.

London Area Allowance £297. Assistance with removal expenses, legal fees and disturbance allowance can be considered.

BEXLEY
(London Borough of)
ERITH SCHOOL
Roll 1,934 mixed
The Avenue Road, Erith
Tel: Erith 32274
PHYSICS TEACHER required as soon as possible. The Department prepares candidates for C.S.E. "O", "A" and "S" level examinations.

Applicants qualified to prepare pupils for any of the above should apply for application form obtainable from the Headteacher. Stamped addressed envelope requested.

L.A.A. £297. Assistance with removal expenses, legal fees and a disturbance allowance can be considered.

CAMBRIDGESHIRE
CAMBRIDGE AREA
THE NETHERHALL SCHOOL
Cambridge
Required January, in this 11-18 comprehensive school, for two terms only:
(1) A TEACHER of Nuffield CHEMISTRY (Scale 1) to "O" level with Nuffield Combined Science. Nuffield "A" level Chemistry available for a suitable candidate.
(2) A TEACHER of BIOLOGY (Scale 1) to "O" level with Nuffield Combined Science, Social Biology to "A" level could also be offered.

A part-time appointment might be considered for both posts.

Apply at once by letter to the Headmaster at the School in Queen Edith's Way, giving full curriculum vitae and names of referees. Particulars are available.

LONGSANDS SCHOOL
St. Neots, Huntingdon
(1,760 pupils, 11-18 years)
Required for January, or as soon as possible thereafter, a TEACHER of PHYSICS (Scale 1) to teach the subject throughout the school and to contribute to the Integrated Science course in Lower School.

Apply immediately by letter to the Headmaster at the school, giving curriculum vitae, name, address and status of two educational referees.

COVENTRY (City of)
ERNESFORD GRANGE SCHOOL AND COMMUNITY COLLEGE
(Social Priority School)
(1,310 on roll)
Required January, 1978.
PHYSICS, GENERAL SCIENCE, Scale 1.

College leavers welcome to apply.

Closing date 10 days after appearance of advertisement. Canvassing disqualifies.

Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmaster at the school, Princethorpe Way, Coventry. CV3 2QD.

CROYDON
(London Borough of)
SHIRLEY HIGH SCHOOL
Shirley Church Road, Shirley,
Croydon CR0 5EF
Telephone: 01-656 9755/8
Tenable: 1st January, 1978
Wanted for January, a full-time TEACHER of SCIENCE with a particular interest and qualifications in chemistry.

This comprehensive school is a modern and well-equipped building. There are 750 boys and girls aged 11 to 14. Most teaching is done in "sets" within academic and mainstream bands. The post will be a temporary one but could lead to a permanent position.

Salary: Burnham Scale 1 with London area allowance.

Reasonable removal expenses will be reimbursed (details on request).

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

DERBYSHIRE
BENJAMIN OUTRAM SCHOOL
Peasehill, Ripley
(620 boys and girls, 11-16 years)
A vacancy exists for a TEACHER of BIOLOGY for January, 1978.

Applications welcome from teachers new to the profession, by letter direct to the Headmaster.

DEVON
CAMELS HEAD SECONDARY SCHOOL
Wolseley Road, Camels Head, Plymouth
Required for a temporary appointment for the Spring Term a TEACHER to teach GENERAL SCIENCE throughout the school and up to C.S.E. level, Scale 1 plus E.P.A. allowance.

Application forms (stamped addressed envelope) from Headmaster, returnable to him within 14 days.

EAST SUSSEX
COUNTY COUNCIL
HOVE AREA
CARDINAL NEWMAN SCHOOL
(Roll 1,870 (Mixed), 200 in Sixth Form)
Upper Drive, Hove, BN3 6ND, Sussex
Required for January, 1978, TEACHER of BIOLOGY, also some integrated SCIENCE. Scale 1. (C.T.S.)

Generous scheme of relocation grants available in approved cases.

Application forms and further details available from the Headmaster at the school, to whom completed forms should be returned.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
MANDEVILLE SCHOOL
Cuckoo Hall Lane, Edmonton, London N9 8DR
Comprehensive Upper School (14 to 18). Mixed, 8 form entry. Group 9.
Required for January 1978, a TEACHER Scale 1 for PHYSICAL SCIENCE and MATHEMATICS.

London Allowance payable £297 per annum.

Consideration given to assistance with removal and relocation costs, temporary housing and 2 homes allowance.

Applications should be made by letter, giving full details and the names, addresses, and telephone numbers of two referees, to the Headmaster as soon as possible.

ESSEX
CECIL JONES HIGH SCHOOL
Eastern Avenue
Southend-on-Sea
Tel. Southend-on-Sea 58000
(Roll 1,350)

CHEMISTRY

A sudden vacancy arises for January for a Teacher of Chemistry, preferably a Graduate or with suitable experience to take over a strong Sixth Form. Some General Science teaching in Lower School; otherwise all teaching Chemistry to C.S.E., "O" and "A" level. Eight-form entry Comprehensive School with outstandingly successful Science departments and excellent facilities and equipment.

Apply initially to the Headmaster from whom further information can be obtained. S.A.F.E., please).

STEWARDS COMPREHENSIVE
Parnall Road, Harlow
Tel. Harlow 21961
(Roll 1,340)

PHYSICS

Required for January or Easter. Scale 1 or 2. Examination work available to C.S.E., "O" and "A" levels for well qualified candidate.

Applications in writing to the Headmaster at the school enclosing S.A.F.E., please.

HAMPSHIRE
THE WESTGATE SCHOOL
Winchester
11-16 Comprehensive Mixed
900 on roll
SCIENCE to "O" level (Physics advantage).

Curriculum vitae, two referees to Headmistress with S.A.E.

HARINGEY
(Borough of)
HIGH CROSS SCHOOL
High Road, Tottenham N17
7 form entry Girls' Comprehensive School
GRADUATE ASSISTANT TEACHER is required for January to teach CHEMISTRY up to "A" level, Integrated Science to Lower School forms and, at least for the remainder of this academic year, BIOLOGY to C.S.E. level.

London Allowance (£402) payable.

Removal expenses 100 per cent allowed.

Forms of application (S.A.E.) or STAP, and further particulars, available from the undersigned to be returned to Head of School as soon as possible.

Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

HERTFORDSHIRE
COUNTY COUNCIL
GOFF'S SCHOOL
Goffs Lane, Cheshunt
(870 on roll, including 120 in Sixth Form)
Required for January or April, 1978, at this three-form co-educational grammar school which has now begun to extend the size and ability range of its intake, HONOURS GRADUATE to teach PHYSICS to all levels, with some Combined Science and perhaps Mathematics in the junior part of the school. A temporary appointment to the end of the academic year would be considered.

Scale 1 plus London Fringe Allowance applies.

Letters of application, together with curriculum vitae and names of two referees, should be sent to the Headmaster, from whom further information is available (S.A.E., please).

HERTFORDSHIRE
WATFORD GRAMMAR SCHOOL FOR BOYS
Rickmansworth Road, Watford, WD1 7JF
Roll: 1,000 boys, 240 Sixth Form
Required January, for permanent or temporary appointment, PHYSICS GRADUATE to teach throughout the school. Exceptional facilities and opportunities, especially in large Sixth Form and to Open Scholarship level. London fringe allowance with appropriate scale post for experienced candidate, but the post is equally suitable for a first appointment. Accommodation at favourable rent.

Apply to Headmaster (Watford 24980), giving full details of qualifications and interests, together with names of two referees.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department,
The Civic Centre, Lampton Road,
Hounslow TW3 4DN
SYON SCHOOL FOR BOYS
London Road, Isleworth TW7 5AW
Headmaster, Mr G. C. J. Golding
Required January 1978
Integrated SCIENCE TEACHER to teach Nuffield Combined Science to first and second year pupils. A suitable candidate will also have the opportunity of teaching their specialist science subject to pupils in the upper part of the school. Good science facilities available.

London allowance £297 payable.

Closing date: 25 November 1977.

The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.

Letters of application in the first instance to the Head Teacher at the School, giving details of qualifications and names of two referees. (S.A.E. please).

P. J. Lee, Director of Education.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
WINTRINGHAM SCHOOL
Weelsby Avenue, Grimsby
Required for 1st January, 1978 or April, 1978
TEACHER preferably graduate, able to share the teaching of BIOLOGY throughout the school up to and including G.C.E. "A" level. Ability to assist in the teaching of integrated science in the lower school is desirable.

Application forms and further information obtainable from the Head Teacher at the school to whom they should be returned within 10 days of this advertisement.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

SWALE DIVISION

ROWENA HIGH SCHOOL FOR GIRLS
Swanstree Avenue, Sittingbourne
(Roll 810)
Required for January, 1978, TEACHER of SCIENCE in developing department where a general science course leads to more specialised disciplines incorporating C.S.E. and G.C.E. "O" level work. Ability to specialise in Biology is required. Please state second subject. Interest in Art an advantage.

Letters of application, giving full details, including names and addresses of two referees to the Headmistress at the school.

KIRKLEES
METROPOLITAN COUNCIL
HUDDERSFIELD NEW COLLEGE
Requires PHYSICS SPECIALIST
For further details please see main advertisement under Sixth Form Colleges.

County of Cleveland

SECONDARY SCHOOLS

All Secondary Schools are mixed Comprehensive Schools.

11-16 SCHOOLS
SCALE 2—ASSISTANT HEAD OF HOUSE

HUSTLER SCHOOL (Roll 1,123)
Hall Drive, Acklam, Middlesbrough, Cleveland TS5 7JY
(Tel: Middlesbrough 83801)
Required for Easter, 1978, a teacher for the post of ASSISTANT HEAD OF HOUSE, preferably with experience in teaching Mathematics to GCE 'O' level.

SCALE 2—ENGLISH

STAPYLTON SCHOOL (Roll 900)
Church Lane, Eston, Cleveland TS6 9RA
(Tel: Eston Grange 3306)
Required for Easter, or earlier if possible, a teacher for ENGLISH. Examination courses to 'O' level and CSE.

SCALE 1—FRENCH

THE GRANGE SCHOOL (Roll 1,263)
Oxbridge Avenue, Stockton, Cleveland TS18 4LE
(Tel: Stockton 62311)
Required for January, 1978, a teacher of FRENCH to GCE 'O' and CSE level. Interest in French Studies would be an advantage. German is the second language in the school.

SCALE 1—HISTORY

BRUNNER SCHOOL (Roll 981)
Marsh House Avenue, Billingham, Cleveland TS23 3HB
(Tel: Stockton 560947)
Required for Easter, 1978, or earlier if possible, a teacher for HISTORY. CSE and 'O' level work available for a suitable candidate.
(Application forms returnable to the Head Teacher within 10 days of the appearance of this advertisement.)

SCALE 1—SCIENCE

GILLBROOK SCHOOL (Roll 1,183)
Normanby Road, South Bank, Cleveland TS6 9AG
(Tel: Eston Grange 66201)
Required for Easter, or earlier if possible, a teacher for SCIENCE.

Financial assistance with household removal expenses is available in approved cases.

Further details and application forms are obtainable from the Head Teachers at the addresses shown above.

Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.

Letters of application and completed application forms should be submitted direct to the Head Teachers at the addresses shown above within 14 days of the appearance of this advertisement, unless otherwise stated.

WALSALL Metropolitan Borough

Education Committee

Barr Beacon Comprehensive School
Old Hall Lane, Aldridge, Walsall
Temporary assistant teacher (Scale 1) to teach Technical/Craft subjects to C.S.E. and 'O' level.

Joseph Leckie Comprehensive School
Walstead Road West, Walsall, WS5 4PG
Required for 1st January, 1978.
Teacher for Mathematics. The scope of the post could be varied to suit the qualifications and interests of the successful applicant.

Pool Hayes Comprehensive School
Castle Drive, Willenhall
1. Required as soon as possible:
Scale 1 temporary teacher of English (with preferably some lower school R.E.). A successful candidate will be considered for any appropriate permanent vacancy later on.
2. Required for January, 1978:
Teacher of Chemistry Scale 1. The department runs 'O' and 'A' level C.S.E. Mode 3 and non-examination courses.
Applicants should be forward looking and interested in teaching the whole ability range eventually.

Shire Oak School
Lichfield Road, Walsall Wood, Walsall
11-18 Comprehensive 1,175 on roll, 108 in sixth form.
Required for January, 1978, or as soon as possible.
Teacher of Home Economics Scale 1. The person appointed will share the work of the department, and should be willing to teach to C.S.E., G.C.E. 'O' and 'A' level standard. An interest in and willingness to teach Child Care to C.S.E. level will be an advantage.

St Francis of Assisi R.C. Comprehensive School
Erdington Road, Aldridge, Walsall
Required from Easter:
Mathematics Teacher (Scale 2).
Well qualified, experienced teacher of Mathematics to teach throughout the school and take specific curriculum responsibility.
Further details and forms available from the school (tel. Aldridge 52696) completed application form must be sent to the Clerk to the Governors, care of St. Francis of Assisi School as soon as possible.

Application for the above mentioned posts should be made by letter to the Head Teacher of the School concerned, unless otherwise stated, giving the names and addresses of two referees, and enclosing an S.A.E.

Lancashire
County Council

Closing date 28th November, 1977

Closing date 28th November, 1977.

Primary and Special Schools

For application form send stamped addressed foolscap envelope to Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ, unless otherwise stated.

Secondary Schools

Forms/further details from and returnable to the Headteacher at the School. S.A.E. please.

PRIMARY SCHOOLS
HEADSHIPS

GRINDLETON C.E. (48 on roll)
1st May, 1978.
Group 2.

WEETON CAMP COUNTY PRIMARY SCHOOL
1st May, 1978.
Group 4.

PENWORTHAM COP LANE C.E. (Roll 288)
Easter, 1978
Group 5.

SPECIAL EDUCATION

BROCKHALL HOSPITAL SPECIAL SCHOOL (ESN(s)) (187 on roll)
1st May, 1978, or earlier if possible.
1. DEPUTY HEADMASTER—Group 8S.
2. SECOND TEACHER—Group 8S.

SECONDARY SCHOOLS
HEAD OF DEPARTMENT

ALL HALLOWS R.C. HIGH SCHOOL
Crabtree Avenue (from Central Drive), Penwortham, Preston (470)
January, 1978.
MODERN LANGUAGES (French & German).
Scale 3.

SCALE 1 POSTS

FLEETWOOD HESKETH HIGH SCHOOL
Poulton Road, Fleetwood
(1,600 on roll, 200 in Sixth Form)
January, 1978, if possible.
GERMAN.

BLACKPOOL COLLEGIATE HIGH (1,870 Mixed; 560 in Sixth Form)
Blackpool Old Road, Blackpool
January or September, 1978.
GEOGRAPHY (Graduate) to 'O' level at least.

BLACKPOOL, PALATINE HIGH SCHOOL (1,080 Mixed)
St Annes Road, Blackpool
1st January, 1978, or as soon as possible thereafter.
PHYSICAL EDUCATION (Girls) and GENERAL SUBJECTS.

Cheshire

Application forms (send sae), unless otherwise stated, are obtainable from the Head of the school concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

J R G TOMLINSON MA
Director of Education

DEPUTY HEADS

DEPUTY HEAD (Group 11)
Poynton County High School
Details of this post see under Secondary Deputy Heads.

DEPUTY HEAD (Group 10)
Brookvale County Comprehensive School
Runcorn
Details of this post under Secondary Deputy Heads.

HEADS OF DEPARTMENT

HEAD OF SPECIAL EDUCATION, SCALE 4
The Catholic High School
Old Wrexham Road, Handbridge, Chester
(Group 10, 11-18 Mixed Comprehensive)
Required 1st April, 1978.
Application forms and further particulars from the Registrar. Closing date 9th December, 1977.

HEAD OF TECHNICAL SUBJECTS AND DESIGN, SCALE 4
Richard Fairclough County Secondary School
Knutsford Road, Warrington, WA4 1NB
Required for the Summer Term 1978, an enthusiastic suitably experienced teacher to develop the work of the Technical Department and to co-ordinate the Design Work within the school. Experience in the development of Link Courses would be an advantage. The school is due to be re-organised as a Comprehensive School in September, 1979. Closing date 5th December, 1977.

HEAD OF BOYS' PHYSICAL EDUCATION—Scale 3
Sutton County Comprehensive School
Woodchurch Lane, Ellesmere Port, L66 3NG
On Roll—1,700.
The school has a Gymnasium—Sports Hall with Squash Courts—extensive playing fields—all weather Hockey pitch. Closing date 2nd December, 1977.

SCALE 1 POSTS

(1) NEEDLEWORK
(2) ENGLISH (Temporary)
(3) ENGLISH
(4) GIRLS' P.E. (Temporary)
(5) ENGLISH/HISTORY (Temporary)
Norton Priory Comprehensive School
Castlefields, Runcorn, WA7 2NT, Tel.: Runcorn 63621
All required January, 1978, except English/History post which is required immediately. Scale 2 available for an experienced Needlework teacher. S.P.A. allowance. Help with housing for permanent appointments.

(1) ENGLISH
(2) MATHEMATICS
The Grange County Comprehensive School
Regent Street, Ellesmere Port, South Wirral, L65 8EJ
Required January, 1978.
(1) Mainly for work in the Lower School (years 1-3).
(2) To teach the subject up to C.S.E. standard.
Both posts will be temporary in the first instance, for one or two terms.

ART
English Martyrs R.C. High School
Poplars Avenue, Warrington
(Group 10; 1,066 on roll)
To teach to 'A' level. Closing date 2nd December, 1977.

(1) CHEMISTRY
(2) MUSIC
(3) BIOLOGY
Winsford, Woodford Lodge Comprehensive School
Woodford Lane West, Winsford
(Mixed 11-18 Comprehensive of 1,800 pupils)
The school which opened in 1971 is purpose-built and has excellent facilities in all departments. Required for January, 1978:—
(1) Up to Advanced level. An ability to teach some Biology an advantage.
(2) Temporary teacher.
(3) Temporary teacher for two terms. An interest in Child Care/Health Education would be helpful.

BOYS' TECHNICAL SUBJECTS
Richard Fairclough County Secondary School
Knutsford Road, Warrington, WA4 1NB
Temporary required for the Spring Term 1978.
Applications should be submitted as soon as possible.

(1) CHEMISTRY
(2) ENGLISH
(3) BUSINESS STUDIES
Winsford Verdin Comprehensive School
High Street, Winsford
Mixed, 10 form entry; age-range 11 to 18; 1,400 pupils including 120 in VI Form.
Required for January or Easter 1978.
(1) To teach to C.S.E., 'O' and 'A' level, including considerable VI form work, and Combined Science in the Lower School, sharing all examination Chemistry teaching with the Departmental Head.
(2) To teach throughout the Main School, including work for 'O' level and C.S.E.; interest in Drama, Library or promoting the School Bookshop advantageous.
(3) To teach especially Typewriting and Office Practice, to the Upper School and VIth Form, including considerable VIth form work. The school has excellent facilities.

ENGLISH SPECIALIST
Macclesfield County High School for Girls
Fence Avenue, Macclesfield, SK10 1LU
(1,200 Girls—250 in 6th Form)
Required January, 1978, to assist in teaching the subject up to 'O' level. Applications for a part-time post will also be considered. Closing date 2nd December, 1977.

(1) NEEDLEWORK
(2) COOKERY
The High School for Girls
Menin Avenue, Warrington
(Grammar School for 550 girls)
Required two part-time teachers.
(1) As soon as possible to teach to ordinary level standard, 2½ days each week.
(2) In January, 1978, to teach to ordinary level standard, 1½ days each week.
Apply by letter.

Re-Advertisement
ART (Temporary)
Ellesmere Port Catholic High School
Capenhurst Lane, Ellesmere Port, Soth Wirral, L65 9AQ
Tel. 051-355 2373.
Required 1st February, 1978. Strong department, courses established. Two and three-dimensional work, including 'A' level G.C.E. Previous applicants automatically reconsidered. Closing date 2nd December, 1977.

HISTORY
Whitby County Comprehensive School
Ellesmere Port, Cheshire
Required for January, 1978. Ability to teach to 'O' level. Willingness to help with games would be an advantage.

MUSIC
St. Nicholas RC High School
Greenbank Lane, Hartford, Northwich, CW8 1JW
To be responsible for Music throughout the school:
8 F.E. Mixed Comprehensive School with an all-ability intake throughout the school (800 pupils on roll—September, 1977).
Full range of external examination courses to C.S.E., G.C.E. 'O' and 'A' levels.

City of Manchester Education Committee

Unless otherwise stated all posts are available from January, 1978, and application forms together with further particulars, are available from the Head of the school to whom they should be returned by 2nd December, 1977.

DEPUTY HEAD

ST. MARK'S R.C. HIGH SCHOOL
School Lane, Didsbury,
Manchester M20 0JP

Applications are invited from suitably qualified and experienced teachers for the post of DEPUTY HEAD (Group 9). This post becomes vacant on 1 January, 1978, due to the promotion of the present holder. The school, ultimately to be a 5 f.e. (11-16) boys' comprehensive school was reorganised this year, is on a single site and is situated in a pleasant residential area in the South of the City.

SCALE 2

CHORLTON HIGH SCHOOL
Corkland Road, Manchester,
M21 2XP

Required for the beginning of the Summer Term 1978, or earlier if possible, Master/Mistress to be responsible for Religious Education in the school.

SCALE 1+

BIRLEY HIGH SCHOOL
Chichester Road, Hulme,
Manchester, M15 5FU

ENGLISH TEACHER.
An energetic and enthusiastic English Specialist who will be eager to participate in all the activities of an English Department. A Scale 2 post would be available for an experienced teacher who had particular skills to offer.
A teacher with expertise in Drama would be particularly valuable.
Applications by letter to the Headmaster at School by 28 November, 1977.

SCALE 1

HARPURHEY HIGH SCHOOL
Church Lane, Manchester M9 1LD

A TEACHER of MATHEMATICS. Interest in, and knowledge of, SMP an advantage. Advanced level work possibly available for a suitably qualified applicant.

PARRS WOOD HIGH SCHOOL
Wilmslow Road, East Didsbury,
Manchester 20

TEACHER of FRENCH to teach throughout the school, including some Sixth Form work. The ability to offer Spanish would be an additional recommendation.
The department is well equipped and has well established courses to 'A', 'O' and C.S.E. (Modes I and III) in the three major languages. Audio-visual methods are used and there are good links with schools abroad.
Application forms should be returned as soon as possible.

THE HOLLIES R.C. HIGH SCHOOL
Mersey Road, West Didsbury,
M20 8PX

Required as soon as possible. Well qualified graduate to teach ECONOMICS to Advance level.
This is a part-time appointment.
Application by letter to the Headmistress at the school.
Closing date: 30 November, 1977.

OUR LADY'S R.C. HIGH SCHOOL
Heywood Street, Cheetham Hill,
M8 7UH

TEACHER of FRENCH.
Graduate preferred.
C.S.E. 'O' and 'A' courses well established—some examination work up to 'A' level will be available.
Application forms should be returned as soon as possible.

LORETO SIXTH FORM COLLEGE
Chichester Road, Hulme, M15 5PB

Full time temporary post.
Required January, 1978-August, 1978.
Graduate to teach FRENCH in open access Sixth form college which also has an 11-16 stem.
Preference will be given to applicants already familiar with syllabus B 'O' level.
Vacancy due to maternity leave.
Closing date 30th November, 1977.

XAVERIAN COLLEGE
Lower Park Road,
Manchester, M14 5RB

(R.C. mixed Sixth Form College with a stem of grammar school boys)
Required as soon as possible, qualified teacher to teach MATHEMATICS to 'O' level. The post available because of sudden illness and the appointment will be temporary, but will probably last until the end of the present school year. Scale according to qualifications and experience.
Apply to the Principal, naming two referees.
Assistance with removal expenses given in approved cases for permanent full-time appointments.

SECONDARY
Science
continued

KIRKLEES [illegible]

KINGSTON upon Thames [illegible]

LONDON [illegible]

LONDON, S.W.1 [illegible]

LIVERPOOL [illegible]

NEWHAM [illegible]

NORTHAMPTONSHIRE [illegible]

OXFORDSHIRE [illegible]

REDBRIDGE [illegible]

SANDWELL [illegible]

SHEFFIELD [illegible]

STAFFORDSHIRE [illegible]

STAFFORDSHIRE [illegible]

STAFFORDSHIRE [illegible]

STOCKPORT [illegible]

VOLUNTARY SERVICE OVERSEAS [illegible]

WIGAN [illegible]

Education Department
COUNTY SECONDARY SCHOOLS
SCALE 2 POSTS & ABOVE

Unless otherwise stated, for all posts in this section, initial applications (giving age, qualifications, experience and names of two referees) should be sent immediately, together with stamped addressed envelope to Head of School.

Shenley Court School, Shenley Lane, B29 4HE
(a) HEAD of REMEDIAL DEPARTMENT (Scale 4) to lead team of six specialists. Department caters for the needs of small groups of slow learners and individuals with specific learning difficulties on a withdrawal basis.
(b) Assistant for FRENCH. Subject taught to pupils of all levels of ability. C.S.E., 'O' and 'A' level courses well established. Possible Scale 2 post available for suitably qualified applicant.

Turves Green Boys' School, Northfield, B31 4BS
850 boys, 11-18
Required January, 1978: Teacher of HISTORY. Scale 2 post. The department teaches to 'O' and 'A' levels. Applicants looking for a Scale 1 post will be considered.

COUNTY SECONDARY SCHOOLS
SCALE 1 POSTS

Unless otherwise stated, requests for application forms for Scale 1 posts should be sent direct to Head of School as soon as possible, together with the names of two referees and a stamped addressed envelope.

Great Barr School, Aldridge Road, B44 8NU
(1,900 on roll—mixed)
Required January, 1978. Teacher for GIRLS' PHYSICAL EDUCATION. Temporary appointment would be considered.

Kings Heath School, Hollybank Road, B13 0RJ
570 boys
Required January, 1978: PHYSICAL EDUCATION. To assist with the teaching of P.E. and Games throughout the school. Mathematics or English as a second subject preferred.

Kings Rise School, Hornsey Road B44 0JN
Required January, 1978, MATHEMATICS. To teach throughout the age and ability range up to 'O' level initially.

Marsh Hill School, Hampton Road, Stockland Green B23 7JL
(1,200 pupils, comprehensive, large Sixth form)
Required January, 1978, well qualified teacher of PHYSICS to 'O' and 'A' level.
A Nuffield 'A' level course has been introduced this year, and experience in this approach would be an advantage. Successful candidate will be required to teach some Integrated Science in the Lower School and make some contribution to the Mathematics Department.
Post will suit a keen person with initiative who is interested in curriculum development in the comprehensive secondary sphere.

Saltley School, Belchers Lane, B9 3RX
Required January, 1978, well-qualified MATHEMATICIAN capable of teaching Maths at all levels from younger all-ability classes to a large academic Sixth Form's 'O' and 'A' level programmes.

Sheldon Heath School, Sheldon Heath Road B26 2RZ
1,800 pupils—11-18.
Required January, 1978:
Teacher of PHYSICS. Work to 'O' and 'A' level available for suitable candidate in well-equipped department.

Small Heath School and Community Centre, Muntz Street, B10 9RX
6 form entry. 11-18.
Required January, 1978: Teacher of MATHEMATICS and PHYSICS throughout school.
Excellent facilities in purpose built accommodation.
There is a scheme for assistance with removal expenses.

BIRMINGHAM
CITY COUNCIL

WILTSHIRE [illegible]

WOLVERHAMPTON [illegible]

This is a mixed comprehensive school with 1,500 pupils on roll situated in the northern area of the borough and has modern and well equipped provision for all areas of the curriculum.

Application forms available from the Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4DH, to whom they should be returned within 10 days of this advertisement (S.A.E. please).

Social Studies

Scale 1 Posts

STAFFORDSHIRE [illegible]

Speech and Drama

Scale 1 Posts

HERTFORDSHIRE [illegible]

Saturday morning and up to two other sessions per week, by arrangement.

Challenging opportunity, excellent stage facilities for dramatic productions.

Applications giving details of qualifications and experience and the names of three referees to the Headmistress as soon as possible.

Technical Studies

Heads of Department

LONDON
CARDINAL VAUGHAN (RC)
89 Addison Road, London, W.14
Voluntary Aided Catholic School
Applications are invited for the post of HEAD of DEPARTMENT of DESIGN and TECHNOLOGY (Scale 4), to take effect from 1st February, 1978. The School, which admitted its first non-selective intake in September, 1977, is seeking a well-qualified and able teacher with a clear understanding of Design and Technology in its widest sense.

In the context of secondary reorganization, Design and Technology is an expanding area of the curriculum. The School has first-class workshop and storage facilities to cover a full range of activities.

Practising Roman Catholics are preferred.

Application forms may be obtained from the Clerk to the Governors at the school.

Other Posts on Scale 2 and above

EAST SUSSEX
COUNTY COUNCIL
BRIGHTON AREA —
PATCHAM, FAWCETT HIGH SCHOOL FOR BOYS
Ladies Mile Road, Patcham, Brighton
Required April, 1978, WOODWORK TEACHER, ability to offer Technical Drawing an advantage. Courses to 'O' level and C.S.E. Scale 2 post for suitably qualified applicant, who will work at the Hanover Terrace Annexe.

Relocation grants scheme in approved cases.

Application forms available from and for return to the Headmaster at the school by November 30.

ESSEX

MAYFLOWER SCHOOL
(Roll 1,700)
Stock Road, Billericay
CM12 0RT
(Tel.: Billericay 51171/2/3)
TECHNICAL STUDIES
With special interest in Woodwork, Technical Drawing and Design (Scale 2). Excellent facilities and equipment available. Team offers a wide range of examination and non-examination subjects including engineering, technical drawing, metalwork, woodwork, technology and plastics.

Application forms and further particulars may be obtained from the Head of the school, to whom completed application forms should be returned. (Foolscap S.A.E., please.)

HAVERING
(London Borough of)
HANDICRAFT TEACHER to specialise in Woodwork at BRITTONS SCHOOL.
ASSISTANT TEACHER for Technical Studies Department at THE NEAVE SCHOOL.
For full details see under Sec Technical Studies, Scale 1.

HERTFORDSHIRE [illegible]

BUCKINGHAMSHIRE [illegible]

NEWHAM [illegible]

DUDLEY [illegible]

EAST SUSSEX [illegible]

WOLVERHAMPTON [illegible]

ESSEX [illegible]

Scale 1 Posts

BERKSHIRE [illegible]

BEXLEY [illegible]

BRENT [illegible]

HAMPSHIRE [illegible]

HARROW [illegible]

London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances.

Candidates should apply by letter to the Head of the School within 7 days giving age, present post, qualifications, experience and referees, enclosing S.A.E. for reply.

LIVERPOOL [illegible]

Application forms and further details from and to be returned to the Head of the School by 30th November, 1977. (Please enclose stamped addressed envelope.)

ilea INNER LONDON EDUCATION AUTHORITY

Secondary Vacancies

The Authority would be pleased to receive applications from experienced teachers and those seeking first appointments, who are qualified in the following subjects:—

Design and Technology
Mathematics

Appointments will be made to a scale 1 post in the Authority's general teaching service, Inner London Allowance (£402) payable in addition to the Burnham salary.

For the appropriate application form please write to the Education Officer (TS2), Room 67, The County Hall, London SE1 7PB, stating whether the application is for a first appointment or not, or you are welcome to telephone 01-633 2101 for further details.

NOTTINGHAMSHIRE [illegible]

OXFORDSHIRE [illegible]

SECONDARY
Technical Studies
continued

HAVERING [illegible]

ST. HELENS [illegible]

SANDWELL [illegible]

SHEFFIELD [illegible]

SUTTON [illegible]

WALTHAM FOREST [illegible]

WARWICKSHIRE [illegible]

WEST SUSSEX
WORTHING
KING'S MANOR SCHOOL
Shoreham-by-Sea
(Mixed comprehensive: 200 in Sixth Form)
Required, January/April, qualified TEACHER for TECHNOLOGY, ART and CRAFT DEPARTMENT, able to teach Technical Drawing and another of the technology subjects. Much of the work initially will be in Lower School (12 to 14 years) but arrangements for Upper School work are available. Temporary post considered.
Details and form from Headmaster.

Other than by Subject Classification

Heads of Department

HAMPSHIRE
ALDERSHOT MANOR SCHOOL
Highfield Avenue, Aldershot
(Comprehensive Girls 11 to 16. Number on Roll: 1,000)
Required for January, 1978: HEAD of RESOURCES, Scale 3, to develop and co-ordinate resources throughout the school.
Letter of application nominating 2 professional referees to Head Teacher with S.A.E. for details.

Other Posts on Scale 2 and above

BRENT
(London Borough of)
EDUCATION COMMITTEE
(Readvertisement)
Required from January or as soon as possible thereafter:
CULTURAL LIAISON TEACHER (Scale 2) to be attached initially to Aylestone High School, Aylestone Avenue, N.W.6, to foster good home-school relationships with immigrant families. In the long term the teacher appointed will work as part of a multi-professional team at the Harlesden Youth Advice Centre, giving educational counselling to young people who have rejected the more formal provisions in the borough.

Application forms and further details (S.A.E.) obtainable from the Director of Education, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW, returnable within 10 days. Previous applicants will automatically be reconsidered.

London allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses, including legal fees, etc., travelling and lodging allowances.

NORTHAMPTONSHIRE [illegible]

OLDHAM [illegible]

KIRKLEES [illegible]

Scale 1 Posts

BRADFORD [illegible]

CROYDON [illegible]

GWENT [illegible]

HAMPSHIRE [illegible]

HEREFORD AND WORCESTER [illegible]

HERTFORDSHIRE [illegible]

KENT [illegible]

KNOWSLEY [illegible]

LIVERPOOL [illegible]

NEWHAM [illegible]

NOTTINGHAMSHIRE [illegible]

TAMESIDE [illegible]

TRAFFORD [illegible]

Temporary TEACHER (Scale 1), GENERAL SUBJECTS, MATHEMATICS and REMEDIAL WORK.

Experienced temporary TEACHER required as soon as possible until the end of Spring Term, 1978, for above subjects at Lower School.

Application forms and job descriptions available from the Head of the school should be returned as soon as possible.

SURREY
COUNTY COUNCIL

* FRINGE AREA LONDON ALLOWANCE £150 p.a. THROUGHOUT THE COUNTY.
* Generous relocation expenses in approved cases.
* Applicants for appointment to County and Voluntary Controlled Schools (except Reserved Teachers) effective from 1 September, 1977, and later should note that Assistant Teachers on Burnham Scale 1 will receive contracts to the service of the County Council with assignment initially to the school indicated. This will mean that teachers so appointed may be required to *transfer* to other schools at a later date.

SECOND MASTERS /MISTRESSES

WEST MOLESEY, BISHOP FOX SCHOOL
Second Master/Mistress required at this Group 9 Comprehensive, salary Scale £5,304 to £5,955, plus £312 (1976 Supplement), plus £189 (1977 Supplement). Application forms from the Area Education Officer, 7 Monument Hill, Weybridge.
(Telephone: Weybridge 52811.)

POSTS OF RESPONSIBILITY

COMPREHENSIVE

BANSTEAD, NORK PARK COUNTY SECONDARY
Metalwork and **Motor Vehicle Maintenance** teacher (Male or Female) required. Scale 2.
(Telephone: Burgh Heath 59103.)

EPSOM HIGH SCHOOL
Experienced Graduate required for Head of Faculty and to be responsible for **English** throughout the school. Scale 4.
(Telephone: Epsom 40388.)

GUILDFORD, PARK BARN COUNTY SECONDARY
Head of Remedial Department. To organize work of three teachers within Department, to teach second and third-year students with learning difficulties and to assist with fourth and fifth-year Modern Studies Courses. Scale 3
(Telephone: Guildford 67807.)

LEATHERHEAD, ST ANDREW'S R C SECONDARY
Head of Sixth Form required. Scale 3.
(Telephone: Ashtead 74363.)

REDHILL, ST BEDE'S SCHOOL
(Anglican and Roman Catholic)
Required *January* or as soon as possible. **Head of Faculty, Scale 4** Combined post as Head of Faculty and in charge of Religious Education (Anglican). A most important post in this unique school, to organise and lead a strong Faculty including pioneer work in Religious Education. There is a common syllabus of Religious Education. Candidates should have good Graduate qualifications, have kept abreast with recent developments. 'A' level work well established: the teacher appointed will prepare candidates to this standard.
(Telephone: Redhill 63780.)

WARLINGHAM COUNTY SECONDARY
Required January or Easter, 1978, teacher to take charge of Girls' P.E. Facilities include Sports Hall and Swimming Pool. Scale 2.
(Telephone: Upper Warlingham 4067.)

WOKING, HIGHLANDS COUNTY SECONDARY
Head of Modern Languages, Scale 3. Courses to CSE and 'O' level in FRENCH and GERMAN. New accommodation including Language Laboratories.
(Telephone: Woking 4744.)

SIXTH FORM COLLEGE

ASHFORD COLLEGE
Head of Economics required. Scale 3.
(Telephone: Ashford 52689.)

GODALMING COLLEGE
Required Spring or Summer Term, Graduate to teach **Physics** to C.S.E., 'O', 'A' and 'S' levels in a large and expanding department. Assistance with careers and general studies an advantage. Scale 3 for suitable applicant.
(Telephone: Godalming 23526.)

SCALE 1 POSTS

COMPREHENSIVE

BANSTEAD, NORK PARK COUNTY SECONDARY
Biology and **Lower School Mathematics** teacher required January. Temporary appointment considered. **MUSIC** teacher required. Temporary appointment for Spring Term.
(Telephone: Burgh Heath 59103.)

CHERTSEY, SALESIAN SCHOOL
(Senior Catholic Comprehensive 13-18 years)
Geography teacher required to teach to CSE and 'O' level
(Telephone: Chertsey 64521/60030.)

DORKING, THE ASHCOMBE SCHOOL
Music teacher required to teach to 'O' and 'A' level
(Telephone: Dorking 88312/5.)

HERSHAM, RYDENS SCHOOL
Home Economics teacher required January.
(Telephone: Walton 24793/42894/5/6.)

MYTCHETT, ROBERT HAINING COUNTY SECONDARY
Mathematics teacher required.
Two teachers required for **Craft/Technology.**
(Telephone: Farnborough 44079.)

NEW HAW, FULLBROOK COUNTY SECONDARY
Teacher for **French** throughout the school. 'A' level work available for suitably qualified candidate.
(Telephone: Byfleet 49301.)

OXTED COUNTY
Home Economics teacher required.
(Telephone: Oxted 2425/2225/2226.)

SUNBURY, CARDINAL GODFREY R C SECONDARY
Music teacher required January, 1978, to teach to CSE and 'O' level. Excellent facilities
(Telephone: Sunbury-on-Thames 89945/7.)

SUNBURY, KENYNGTON MANOR COUNTY SECONDARY
History teacher required with interest in Team Teaching within Humanities Department to CSE and 'O' level
(Telephone: Sunbury-on-Thames 82410.)

WEST MOLESEY, BISHOP FOX SCHOOL
French and Junior German teacher required.
(*Telephone: 01-979 8334.*)

WEYBRIDGE, HEATHSIDE SCHOOL
Mathematics teacher required.
(Telephone: Weybridge 46182.)

WOKING, HIGHLANDS COUNTY SECONDARY
Teacher required to join Social Science team within Humanities Department, and to offer either Geography or History (from January, 1978, for two terms). Initial secondment to Woking College, where commitments would include 'A' level Government and Politics and Economics, 'O' level Commerce. Initially at Scale 1.
(Telephone: Woking 4744.)

SIXTH FORM COLLEGE

SUNBURY COLLEGE
Physics teacher required January, temporary for one term initially, to teach to 'O' and 'A' level. Ability to offer some MATHEMATICS helpful.
(Telephone: Sunbury-on-Thames 82844.)

FURTHER DETAILS AVAILABLE FROM THE HEAD WHERE THE TELEPHONE NUMBER IS SHOWN.

Application forms available on receipt of a stamped, addressed, foolscap envelope from the County Education Officer, County Hall, Kingston-upon-Thames KT1 2DJ.

STAP applications accepted for Scale 1 posts only. (The Authority will not be advertising every individual Scale 1 post; but a complete list of all vacancies will be sent on receipt by the County Education Officer of a stamped, addressed, foolscap envelope.)

Qualified teachers are invited to apply for the following posts. Application forms and further particulars are available from the Head of the school concerned unless otherwise stated.

Inner London Area Payment (£402 per annum) in addition to the appropriate Burnham salary scale.

Household removal expenses may be paid wholly or in part to teachers accepting permanent teaching posts with the Authority when a change of residence is essential; payment covers cost of the removal of household effects, insurance in transit and fares for the teacher and family up to a normal maximum of £75, but payments in excess of this amount may be considered in exceptional circumstances. Teachers coming from service with another Authority may, in approved cases, receive assistance with the legal costs of house purchase (up to £290) and a grant towards the cost of obligatory expenditure such as change of electric or gas services, fitted carpets or curtains etc subject to purchase of the house within six months of taking up an appointment. In addition, a separation allowance may be paid if a dependant family have to be left in the previous home while new accommodation is obtained in London. This allowance may be paid for a period not exceeding six months.

The Authority's scheme of assistance with the cost of travel to school operates for appointments where the letters 'AT' are shown.

Applications for posts up to and including Scale 2 should be made as soon as possible. The closing date for applications for posts above this level will be 14 days from publication date.

SECONDARY SCHOOLS

Deputy Headships

HENRY COMPTON (S.B.) SCHOOL.
Kingwood Road, Fulham SW6 6SN
Tel.: 01-381 3606
Roll: 1,150
(Headmaster: D. E. Green)
Required as soon as possible:
Deputy-Headmaster (Group 11)

Applications are invited from suitably qualified and experienced teachers for this demanding and exacting post, which requires proven administrative skill, inspired leadership, firm disciplinary control. The vacancy is due to the promotion of the present deputy to a headmastership. For application forms and further details write to the Headmaster. Applicants are most welcome to visit the school by appointment.

SENIOR TEACHER

WEST GREENWICH (SB) SCHOOL.
Blackheath Road, Greenwich, S.E.10
Tel.: 01-691 0032
Roll: 600 Boys 11-18 years: comprehensive; headmaster

Required for Easter 1978, or sooner if it can be arranged:
Head of Lower School (Scale 4)
This vacancy is due to promotion. The head of lower school is responsible for the Albyn Road site which houses years one, two and three. He works to the headmaster and deputy headmaster but it is essential that the successful applicant be capable of making quick, independent decisions. The head of lower school plays an important part in the organisation of the school as a whole; in curriculum development, timetabling, arrangements of events, etc., as well as supervising the running of lower school from day to day. A teacher of high culture and administrative ability, together with a genuine interest in the problems of pupils coming from a wide variety of cultures and backgrounds is needed. Application should be made in the first instance to the headmaster.

ART

Scale 1 Post

SYDENHAM SCHOOL
Dartmouth Road SE26 4RD
Tel.: 01-699 6731
Roll: 1,700 girls 11-19; C.S.E., "O" and "A" level examinations; Sixth Form approx. 200; Comprehensive; Headmistress.
(Scale 1 post)
Required for January:
Full-time Fine Art Graduate to join large, seven studio, well established Art Department. Opportunity for C.S.E. and "A" level teaching. The successful candidate would be expected to be strongly committed to the subject and be capable of making a positive artistic contribution.

ENGLISH

Heads of Department

WEST GREENWICH (SB) SCHOOL
Blackheath Road, Greenwich, S.E.10
Tel.: 01-691 0032
Roll: 600+ Boys 11-18 years; comprehensive; headmaster.
Required A.S.A.P.;
Head of English Department (Scale 4)
English courses are directed towards C.S.E. and G.C.E. "O" level in the fifth year, and there is some "A" level work. Remedial reading is, however, the responsibility of a separate department, with whose head the successful applicant for this post will liaise. Application should be made in the first instance to the headmaster.

Posts of Responsibility

PECKHAM MANOR SCHOOL
Peckham Road, Peckham, London SE15 5LP
Tel.: 01-703 9091
Headmaster: Leonard Bull
Roll: 1,100 Boys 11-18 years Comprehensive
Required as soon as possible:
Second in-charge of English Department (scale 3 post) to teach English throughout the school up to and including "A" level. Vacancy due to promotion of present holder to Head of Department.

WEST GREENWICH (SB) SCHOOL.
Blackheath Road, Greenwich, S.E.10
Tel.: 01-691 0032
Roll: 600+ Boys 11-18 years; comprehensive: headmaster
Required A.S.A.P.:
Assistant Teacher (English) (Scale 2)
English courses are directed towards C.S.E. and G.C.E. "O" level in the fifth year, and there is some "A" level work. Remedial reading is, however, the responsibility of a separate department. The successful applicant will be responsible for English, under the Head of Department, on one site.
Application should be made in the first instance to the headmaster.

Scale 1 Post

BROCKLEY COUNTY SCHOOL
Hilly Fields 4LS 1LE
Roll: 870 Boys
Required:
A teacher for the English Department: ability to help with Remedial work preferable but not essential. This would be a .1 appointment, but could be raised to .5 for someone willing to help with Games.

HOME ECONOMICS

Scale 1 Post

BATTERSEA NOTRE DAME COMPREHENSIVE (SG) SCHOOL
8 Battersea Park Road, London, S.W.8
Voluntary-Aided
Roll: 850 Girls
Required for January, 1978:
A teacher of Home Economics including Child Care (Scale 1) and some R.E. (since this is a Catholic school, an R.C. preferred). The Home Economics is a well organised and progressive Department and there is scope for a young teacher with ideas and initiative.
Apply in writing to the Clerk to the Governors at the above address.

MATHEMATICS

Post of Responsibility

HOLLAND PARK SCHOOL
Airlie Gardens, Campden Hill Road W8 7AF
Tel.: 01-727 5631
Roll: 1,740 Boys and Girls, 11-18 years, comprehensive, Social Priority Allowance
Headmaster: Dr. F. D. Rushworth
Required for Easter or sooner:
Deputy Head of Mathematics (scale 3) in a department of 19 committed full-time teachers. There are established courses to "O" level (S.M.P.), "A" level (London Syllabus C) and an individualised learning scheme (S.M.I.L.E.) has been introduced leading to a mode 3 C.S.E.
An imaginative and enthusiastic teacher is sought to develop the mathematical activities of this well-established department, which has enjoyed considerable staffing stability.
Further details and application forms from headmaster.

Scale 1 Posts

CLAPHAM COLLEGE, R.C. (S.B.) SCHOOL.
Malwood Road, S.W.12
Tel.: 01-673 7122
Six-form entry Comprehensive
Wanted for January 1978:
An assistant teacher of Mathematics. A substantial proportion of the timetable is with first and second year classes. S.M.I.L.E. material is used with the first year classes. The post is ideal for an enthusiastic, adaptable teacher whose teaching interests would be given every encouragement.
Visits to the school welcome. Please apply to Headmaster at the [illegible]

HOLLAND PARK SCHOOL.
Airlie Gardens, Campden Hill Road W8 7AF
Tel.: 01-727 5631
Roll: 1,740 Boys and Girls, 11-18 years, comprehensive. Social Priority Allowance
Headmaster: Dr. F. D. Rushworth
Required for January:
Temporary teacher of Mathematics (full-time). Ability to teach at all levels including "A" level would be an advantage.
Further details and application forms from Headmaster.

KINGSDALE SCHOOL.
Alleyn Park SE21 8SQ
Tel.: 01-670 7575
Roll: 1,950 mixed 11 to 18 years; comprehensive; headmaster
Required for January, 1978 or A.S.A.P.:
Qualified teacher of Mathematics (Scale 1) to teach mainly in the upper school to C.S.E. level in a large and active department. SMP is taught in the lower school to mixed-ability groups as a basis for the modern syllabuses of the MREB and AEB. The ability to offer Computer Studies to CSE and "O" level would be an advantage; the school has its own terminal and Mode III CSE. The department would welcome visits from interested applicants.

MUSIC

Heads of Department

SION-MANNING R.C. (S.G.) SCHOOL
St. Charles Square, London W10 6EL
Roll: 830; comprehensive
Required for April, 1978:
Head of Music (Scale 3)
Scope for a lively and enthusiastic teacher with an interest in developing the Music in the school. Interest in choral work an advantage. Well equipped Music Room and practice room. Music is taught to mixed ability classes in years one to three and then becomes part of the option system in year four.
Further particulars and application forms from the Headmistress.

NEEDLEWORK

Heads of Department

CATFORD COUNTY (SG) SCHOOL
Bellingham Road, Catford SE6 2PS
Tel. 01-697 8911
Roll: 1,600 girls, 11 to 18+
(Headmistress: Mrs. J. R. Fisher, B.A.)
Required April 1978:
Head of Department Needlecraft (Scale 3).
Apply to the Headmistress for details.

PHYSICAL EDUCATION

Heads of Department

LEWISHAM (BO) SCHOOL.
Manwood Road, Brockley, SE4 1SA
Tel: 01-690 1114
Roll 1,151, 11-18; comprehensive: Headmistress.
Required January 1978:
Head of P.E. (Grade 4) present holder emigrating. The successful candidate will be expected to liaise with the management of the Crofton Leisure Centre, which is a shared ILEA/Lewisham Borough facility situated in the school grounds. The facilities are exceptional, with very high standards maintained in all aspects of the subject. The successful candidate would need to show a special interest in Dance as this is of particular high standard. The school acts as host on special occasions of Divisional contests, etc. Several out-of-school clubs run every night. Sport and Society CSE taken. An experienced teacher of exceptional ability is sought.

Scale 1 Post

ST AUSTIN'S SECONDARY BOYS' SCHOOL.
Highcombe, Charlton, SE7.
Tel: 01-858 3053.
Roll: 500 boys 11-18 years; Headmaster
Required for January 1978:
.5 Physical Education Teacher.
This is a small but very lively and active department. The school attracts the full range of ability, is ambitious for its pupils and has excellent discipline. Applicants are welcome to visit the school by telephone appointment.

RELIGIOUS EDUCATION

Heads of Department

BEAUFOY (SB) SCHOOL
Lollard Street, SE11 6PY
Tel: 01-735 3106.
Roll: 1400 Boys
Headmaster F. W. Moss
Required as soon as possible:
An experienced teacher as Head of Religious Education (Scale 3)
Preliminary visits by applicants welcome.
Application forms and further details obtainable from the Headmaster.

SCIENCE

Heads of Department

BEAUFOY (SB) SCHOOL
Lollard Street, SE11 6PY.
Tel: 01-735 3106
Roll 1400 Boys
Headmaster: F. W. Moss.
Required for January 1978:
A graduate to be Head of Science (Scale 4).
The school has ten laboratories serviced by excellent technician support staff. The successful applicant will possess organising ability and a good sense of discipline. He will head a department which has established successful Nuffield Courses in C.S.E. "O" and "A" levels in Biology, Chemistry and Physics. There is scope for the development of project work.
Applicants will be welcome to visit the school.
Application forms and further details obtainable from the Headmaster.

Scale 1 Posts

DICK SHEPPARD SCHOOL.
Tulse Hill, SW2 2QA.
Tel. 01-674 9121
Roll 1600 girls and boys, 11-18 years, comprehensive.
Headteacher: Mrs M. B. Broadley, J.P., B.Sc.

The school has been re-organised as an 8-form co-educational comprehensive. A temporary enlargement by amalgamation with the Strand School was effective from September 1976.

Required for Science Department January 1978 or as soon as possible thereafter:

A teacher of Junior Science, preferably with a Physics background, who will be expected to assist with the continued development of Science for the less able pupils in years 1-5. Some Physics teaching in the 4th and 5th years may be possible to C.S.E./"O" level for a suitable candidate.

Prospective applicants are invited to visit the Department during the school day.

LONDON NAUTICAL SCHOOL
Stamford Street, London, SE1.
Required in January:
Two graduate teachers for Chemistry. The school prepares boys in particular for entry to the Royal and Merchant Navies at all levels but also for all other careers. Syllabuses in Chemistry prepare for "A" level, "O" level and C.S.E. in the senior school and the ILEA 11 to 13 Science Scheme in the Junior School, and work could be available at all levels for both successful candidates. A willingness to help with games and/or Adventure training would be an added recommendation.

SOCIAL SCIENCE

Scale 1 Post

SEDGEHILL (SM) SCHOOL
Sedgehill Road, Catford, S.E.6.
Tel: 01-698 8911 or 01-698 8753.
Roll 2,000; large Sixth Form
Required for January, 1978:
Part-time teacher (2 or 2½ days a week) for Social Studies, Current Affairs, etc. Please write, or telephone, for an application form.

TECHNICAL STUDIES

Scale 1 Posts

BEAUFOY (SB) SCHOOL.
Lollard Street, SE11 6PY.
Tel: 01-735 3106
Roll: 1400 boys.
Headmaster.
Required as soon as possible:
Qualified woodwork/metalwork teacher to join a large progressive department working with a design orientated syllabus using problem solving techniques.
Applicants welcome to visit the school.

ST AUSTIN'S SECONDARY BOYS' SCHOOL.
Highcombe, Charlton, SE7.
Tel: 01-858 3053.
Roll: 500 boys 11-18 years.
Headmaster.
Required for January, 1978:
.3 Teacher of Design and Technology. This is an important and lively department, well organised and successful. The school attracts the full range of ability, is ambitious for its pupils and has excellent discipline. Applicants are welcome to visit the school by telephone appointment.

ST THOMAS THE APOSTLE R.C. BOYS' SCHOOL.
Hollydale Road, Peckham, SE15.
Tel: 01-639 0106.
Roll: 950 boys, 11-18 years, comprehensive.
Headmaster.
Required for January 1978:
Teacher for the Design & Technology Department to teach Technical Drawing and some craft.
The post is vacant due to promotion. The school is new and has well equipped workshops and drawing offices. The standard of discipline in the school is good and visits to the school are welcome.

OTHER POSTS

Posts of Responsibility

ILEA ADOLESCENT PASTORAL CARE UNIT,
Lansdowne Youth Club, South Lambeth Road, SW8.
Tel: 01-622 8223.
Qualified teacher required for Scale 2 post as second teacher/counsellor to work with a small group of teenagers temporarily released from school to attend this educational/therapeutic unit. Application forms and details from Divisional Office 9 (TS), 80 Acre Lane, SW2 5SS.

PRIMARY SCHOOLS

Deputy Headships

NEW END PRIMARY SCHOOL,
Streatley Place, London NW3 1HU.
Tel: 01-435 8370.
Headmaster: D. McCarthy.
Required for January 1978 or as soon after as possible:
Deputy Head (Group 5)
Experience, tact and an awareness of current educational developments essential. Applicants should have the ability to lead and co-ordinate and be prepared to accept a considerable degree of responsibility.
Please state special interests and/or qualifications. Vacancy due to promotion of present holder to Headship.

ST MARGARET CLITHEROW R.C. PRIMARY SCHOOL.
Bentham Road, Thamesmead, SE28.
Tel: 01-310 1699.
Required at Easter:
Deputy Head
For this new open plan school. An interest in boys' games and/or music would be an advantage. Applicants must be practising Roman Catholics. Application forms obtainable from the headmistress at the school. Visits welcome.

Posts of Responsibility

SELLINCOURT INFANT SCHOOL.
Sellincourt Road, Tooting, SW17 9SA.
Tel. 01-672 6057:
Headmistress
Required as soon as possible:
An experienced enthusiastic infant teacher, to be responsible for music (Scale 2 post) in this happy Group 4 school. We are near Tooting Broadway underground, and are well served with other public transport. Visits welcome.

Scale 1 Posts

DOWNS SIDE SCHOOL (JM & I).
Tel. 985 4259:
(Headmistress)
Required ASAP:
0.5 teacher (mornings) to work with infants. Pleasant building, visits welcomed.

ST ANTHONY'S JM & I SCHOOL.
Etherow Street, Dulwich, SE22.
Tel. 01-693 6864.
(Headmistress)
Required January:
Part-time teacher (.3) to assist with remedial withdrawal groups. Other specialisations an advantage. Times by mutual consent. Catholic teacher's cert. essential. Visits welcomed.

SUSAN LAWRENCE JUNIOR MIXED SCHOOL.
Kerbey Street, E14.
Tel. 987 4557.
Required in January, 1978:
Part-time (0.5) Music Teacher. Opportunities to develop all aspects of music throughout the school.

SPECIAL EDUCATION

DAY SCHOOLS

ASPEN HOUSE (DELICATE) SCHOOL
Christchurch Road
Streatham, S.W.2
Tel: 674 3179
(Headmaster)
53 boys and girls aged five to 15 at present, but will extend to 16-plus when we move into new purpose-built premises now nearing completion at Kennington Park, Oval
Wanted for January 1978 or as soon as possible:
Teacher of Design and Technology to establish the department and to develop relevant C.S.E. courses where appropriate. The Teacher appointed will be expected to take his or her part as a full member of the staff with its shared duties, where reasonable, and join in school activities, where appropriate, and with consideration for personal interests and skills. Close and loyal cooperation with all will be expected in new and challenging levels of aspirations with children of varying ability.
Part-time applicants seriously considered.
Visits welcomed.

TEMPLARS SCHOOL
Globe Road, E.1
Tel: 01-790 5170
Secondary boys'
(Headmaster)
Required as soon as possible:
Teacher for class of fourth year boys. Scale 2(S) post available for teacher willing and able to undertake careers work in the school.
Visits to the school welcomed.
School served by Central and District Line, A.T.

OTHER APPOINTMENTS

DAME EVELYN FOX E.S.N. (S) SCHOOL
23 Wallingford Avenue
London, W.10
Tel: 969 0366
Roll: 87 boys and girls
Three to 19 years
Headmistress:
Mrs. B. M. A. Gifford
Required in January, 1978:
An experienced and enthusiastic teacher. To be responsible for the responsibility and organization in the upper school of experiences and activities for training in social skills. Salary Scale 2(S) assigned.
Please telephone school or visit.

PERIPATETIC REMEDIAL TEACHER
Applications are invited from qualified experienced teachers for a part-time appointment (0.6). Required January 1, 1978, as a peripatetic individual remedial teacher of secondary school children with specific reading difficulties.

The successful candidate will work mainly in Divisions 8 and 10 with the Educational Psychologists, and in cooperation with the local Divisional Senior Remedial teachers in planning appropriate scheme of remedial work.

Application forms from and returnable within 14 days to The Education Officer, EO/TS0, County Hall, London SE1 7PB. Please enclose a self addressed envelope.

Please see advertisement for Wincoby House School (two teaching posts) under EAST SUSSEX.

SECONDARY
Scale 1 Posts
continued

WIRRAL
(Metropolitan Borough of)
ST. HUGH'S R.C. COMPREHENSIVE SCHOOL
Park Road South, Birkenhead, Merseyside
600 on roll

TEACHERS—Scale 1 posts

There are vacancies in the following subjects: HISTORY, BIOLOGY, CHEMISTRY/PHYSICS and DRAMA.

Write for job description and application forms to: The Clerk to the Governors, Mr. J. J. Callander, 26 Claremount Road, Wallasey, to whom they should be returned before 1st January, 1978 (foolscap S.A.E., please).

Appointments in Scotland

EDINBURGH MERCHANT COMPANY SCHOOLS

THE MARY ERSKINE SCHOOL

A TEACHER of ENGLISH is required for January, 1978.

Applicants should have a good honours degree and should be registered with the General Teaching Council for Scotland or eligible for registration. Preference will be given to young graduates who have just completed training and to those who have an interest in drama and stage production.

Letters of application giving a full curriculum vitae and the names of two professional referees should be sent as soon as possible to the Principal, The Mary Erskine School, Ravelston, Edinburgh EH4 3NT.

LOTHIAN
REGIONAL COUNCIL
DEPARTMENT OF EDUCATION

TEACHING APPOINTMENTS
Applications are invited from registered TEACHERS for the following posts:

EDINBURGH DIVISION
SECONDARY
ASSISTANT PRINCIPAL TEACHER
CRAIGROYSTON HIGH SCHOOL
BUSINESS STUDIES
ECONOMICS
Responsibility Allowance: £645.

TEACHING POSTS
HOLY ROOD HIGH SCHOOL
RELIGIOUS EDUCATION
JAMES GILLESPIE'S HIGH SCHOOL
ART
LEITH ACADEMY
BUSINESS STUDIES/ ECONOMICS
MATHEMATICS
QUEENSFERRY HIGH SCHOOL
PHYSICAL EDUCATION
THE ROYAL HIGH SCHOOL
CHEMISTRY

EAST LOTHIAN DIVISION
PRIMARY
HEAD TEACHER
ST. GABRIEL'S R.C. PRIMARY SCHOOL
Prestonpans
Responsibility Allowance: £1,572 (subject to review).
SECONDARY
TEACHING POSTS
PRESTON LODGE HIGH SCHOOL
HOME ECONOMICS
ROSS HIGH SCHOOL
Tranent
MATHEMATICS

MIDLOTHIAN DIVISION
PRIMARY
PRIMARY TEACHING POSTS
Full-time temporary TEACHERS are required for long-term and short-term posts in Primary Schools in Midlothian.
SECONDARY
PRINCIPAL TEACHER
ST. DAVID'S HIGH SCHOOL
ART
Responsibility allowance £1,188.
DALKEITH HIGH SCHOOL
ART
MUSIC
PENICUIK HIGH SCHOOL
MUSIC
ST. DAVID'S HIGH SCHOOL
ART
SECONDARY TEACHING POSTS
Full-time temporary TEACHERS are required for long-term and short-term posts in Secondary Schools in Midlothian in the following subjects: MATHEMATICS, MODERN LANGUAGES, MUSIC, TECHNICAL EDUCATION, ART.

WEST LOTHIAN DIVISION
PRIMARY
ASSISTANT HEAD TEACHER
MID CALDER PRIMARY SCHOOL
(P4-7)
Responsibility allowance £483.

Salaries in accordance with the current Scottish Teachers Salaries Memorandum.

Candidates should specify for which post they wish to apply.

Application forms are available from the appropriate Divisional Education Officer at the following addresses:—
Mr G. E. Ferguson—Divisional Education Officer, Edinburgh Division, 40 Torphichen Street, Edinburgh EH3 8JJ.
Mr G. F. Port—Divisional Education Officer, East Lothian Division, County Buildings, Court Street, Haddington.
Mr D. S. Brotchie—Divisional Education Officer, Midlothian Division, 40 Torphichen Street, Edinburgh EH3 8JJ.
Mr A. Sinclair—Divisional Education Officer, West Lothian Division, 89/91 High Street, Linlithgow, West Lothian.

The closing date for applications is Friday, December 2, 1977.

SECONDARY
Appointments in Scotland continued

LOTHIAN REGIONAL COUNCIL
PRINCIPAL TEACHERS
WESTER HAILES EDUCATION CENTRE

This centre will open in August 1978 to provide educational and leisure facilities for adults and young people from the Wester Hailes District and surrounding suburbs of West Edinburgh.

Within the centre is secondary school provision for 1,400 pupils, a leisure swimming pool, games hall, squash courts, resource areas, community hall and lounges. It is hoped that a full range of courses and activities will be available for all levels of ability, including some courses attended jointly by adults and school pupils during the day, in the evening and at weekends.

An integrated management structure, consisting of Principal, Depute Principal and six Assistant Principals, has been adopted.

Applications are now invited for posts of Principal Teachers, both in the Subject Department area and in Guidance as below.

GUIDANCE (5)
ART
BIOLOGY
BUSINESS STUDIES
CHEMISTRY
DRAMA
ENGLISH
GEOGRAPHY
HISTORY
HOME ECONOMICS
MATHEMATICS
MODERN LANGUAGES
MODERN STUDIES
MUSIC
PHYSICS
PHYSICAL EDUCATION
RELIGIOUS EDUCATION
REMEDIAL EDUCATION
TECHNICAL EDUCATION

Candidates must be currently registered or eligible for registration with the General Teaching Council for Scotland. Salary will be in accordance with the Scottish Teachers Salaries Memorandum and the posts will carry a responsibility element of £1,512, which is under review, allowing further consultation with the professional Associations.

Application forms and further details from Mr G. E. Ferguson, Divisional Education Officer, Edinburgh Division, 40 Torphichen Street, Edinburgh, EH3 8JJ.

The closing date for applications is Friday, 2 December, 1977.

Sixth Form and Tertiary Colleges

Scale 1 Posts

KIRKLEES
METROPOLITAN COUNCIL
HUDDERSFIELD NEW COLLEGE
New Hey Road, Salendine Nook, Huddersfield HD3 4GL
Required for January, 1978, for two terms in this Sixth Form College PHYSICS SPECIALIST to teach "A" and "O" level examination groups. The programme could include some work in the neighbouring Salendine Nook Secondary School (11-16).
Letters of application or telephone the Headmaster (Tel. (0484) 653341) as soon as possible.

SANDWELL
(Metropolitan Borough of)
WEST PARK COLLEGE
(open-access Sixth Form College)
Required for January, 1978:
TEACHER of ENGLISH
Scale 1 post
This is a temporary appointment for which a trained graduate is required to teach to "O" and "A" levels and to assist with supplementary English classes.
Further details available from the Principal, Holly Lane, Smethwick, Warley, West Midlands, to whom full letters of application, stating the names and addresses of two referees, should be forwarded immediately.

Special Education

Deputy Headships Senior Masters/Mistresses

BRADFORD (City of)
METROPOLITAN COUNCIL
NETHERLANDS AVENUE SCHOOL
(Group 6(S))
Required for Easter, 1978, a DEPUTY HEADTEACHER for this day special school for 120 E.S.N. (M) children aged 2-11 years.
Appropriate training and experience with E.S.N. (M) children is essential. Further information and application forms (S.T.A.P.) are available from the Headteacher, Mrs. S. Woodman (tel. Bradford 677711), Netherlands Avenue School, Netherlands Avenue, Bradford 6, to whom forms should be returned by 30th November, 1977.
Reference ET 47477 TES.

COVENTRY (City of)
WAINBODY WOOD RESIDENTIAL SCHOOL
Group 4(S)
Stoneleigh Road, Coventry
(Tel.: 52747)
Enthusiastic DEPUTY HEAD TEACHER required for this day school for 50 maladjusted boys and girls between five and 16 years of age. The school is situated on the outskirts of the city in spacious grounds with adjoining woodlands offering great scope for outdoor activities. Good experience in special education is essential and the possession of an advanced diploma is desirable. The post requires skills in dealing with behavioural problems and the ability to lead and support the rest of the teaching team.
The Head Teacher will be pleased to discuss the post in detail with intending applicants who may visit the school by appointment.
Further particulars and application forms from Director of Education, Education Department, Council Offices, Earl Street, Coventry CV1 5RS, to be returned by November 30, 1977. Canvassing disqualifies.

CUMBRIA
EDUCATION COMMITTEE
SANDGATE SCHOOL
Kendal
Group 3(S)
(Roll 40, mixed 4-16 E.S.N.(S))
DEPUTY HEAD TEACHER required as soon as possible to assist in the management of the school and to undertake a full teaching timetable with a group of pupils. Previous experience in teaching E.S.N.(S) pupils essential and a specialist qualification in the education of the mentally handicapped desirable. Ability to supervise and instruct in swimming and to play the piano would be advantages.
Salary £5,834 to £6,214 per annum.
Application forms obtainable from the Director of Education, 5 Portland Square, Carlisle, Cumbria, to whom completed forms should be returned by 5 December, 1977.

ESSEX
ELMBROOK E.S.N. (S)
Church Road, Basildon
(Roll: 84)
Tel: Basildon 21808
DEPUTY HEAD
(Group 5S)
A suitably qualified and experienced TEACHER required who will be expected to use initiative and accept responsibility. Post vacant from the beginning of the Summer Term 1978, following retirement of present Deputy. Fringe Allowance £150 per annum payable.
Application forms and further details (foolscap S.A.E. please) available from the Area Education Officer, Basildon and Brentwood Area, Church Road, Basildon, Essex. Closing date December 9, 1977.

NORTHAMPTONSHIRE
COUNTY COUNCIL
ORCHARD SCHOOL
Beatrice Road, Kettering, Northants
APPOINTMENT OF DEPUTY HEAD
(Group 3(S))
Applications are invited for the post of DEPUTY HEAD of this newly established Special School for up to 30 children aged five to 16 years who have emotional and/or behavioural problems. The person appointed will be expected to take charge of a group of older children. The vacancy is for January 1978.
Application forms and further details from County Education Officer (Ref. DL), Northamptonshire County Council, Northampton House, Northampton NN1 2HX (S.A.E.).

NORTH TYNESIDE
(Metropolitan Borough of)
EDUCATION COMMITTEE
SOUTHLANDS SCHOOL
Beach Road, Tynemouth, North Shields NE30 2QR
(Re-advertisement)
Headteacher: Mr. I. R. Collingwood
DEPUTY HEADTEACHER—Group 6(S)—Mixed Day E.S.N. (M) School
Applications are invited from suitably qualified and experienced TEACHERS to help to lead a lively team of forward looking teachers in developing the work of the school, and to have some responsibility for counselling and/or girls. The successful candidate will be expected to take up the appointment on 10th April, 1978.
Application forms are available on receipt of a S.A.E. from the Director of Education, The Chase, North Shields NE29 0HW, to whom they should be returned within two weeks of the appearance of this advertisement.

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
PARK DEAN SCHOOL
St. Martin's Road, Oldham
Required from April, 1978, DEPUTY HEAD of this Group 8(S) day special school for multiply handicapped pupils with departments for the delicate, partially sighted, partially hearing, and physically handicapped. 180 pupils on roll. The vacancy occurs on the promotion of the present holder.
The successful candidate will be responsible for the day-to-day general administration and organisation of the school and should be deeply interested in research into the education of children with special needs. A qualification in the teaching of the physically handicapped, partially sighted, compensatory education, partially hearing, or remedial teaching is essential.
The Head of the school is Mr. R. N. Dennis and the school telephone number is 061-633 1409.
Send S.A.E. for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP, returnable to him by 2nd December.

OXFORDSHIRE
COUNTY COUNCIL
IFFLEY MEAD SCHOOL
Iffley Turn, Oxford, OX4 4DU
Required for January, 1978, or as soon as possible thereafter SECOND MASTER or MISTRESS for this Group 8(S) School. Salary: £5,868 to £6,408.
This post is to take responsibility for the pastoral care of Middle and Upper School girls, to be responsible for the running of the Upper School (14 to 16-year-olds), to have a good and sound grasp of the needs of adolescent E.S.N. (M) children and to be able and conversant with all aspects of Independence Training, with an interest in careers.
The applicant should have good Special School experience and obviously a qualification in this field would be desirable. Applications to the Head Teacher at the school.

STAFFORDSHIRE
EDUCATION COMMITTEE
WILLIAM BAXTER SPECIAL SCHOOL
Stanley Road, Hednesford
Required for January, or Easter, 1978, SECOND MASTER/MISTRESS for this E.S.N. (M) School (age five to 16 years). The successful candidate would be responsible for the Language Development throughout the school.
Application forms obtainable from and returnable to the Head Teacher (S.A.E.).

WEST SUSSEX
SOUTHERN
GEORGE PRINGLE E.S.N. (M) SCHOOL
Group 7(S)
Palatine Road, Worthing
Required January or as soon as possible after, SECOND MASTER/MISTRESS for this all-age school. WOODWORK METALWORK desirable but not essential.
Form from Area Education Officer, 15 Mill Road, Worthing, on receipt of S.A.E. to be returned to Headmaster at school.

Other Posts on Scale 2 and above

COVENTRY (City of)
Required Easter, 1978:
CORLEY SCHOOL FOR DELICATE CHILDREN
Nr. Coventry
Resident, experienced General Class TEACHER to take responsibility for GIRLS' WELFARE. A further qualification in special education and interest in GIRLS' PHYSICAL EDUCATION an advantage.
Burnham Scale 3(S) plus residential emoluments of £920 per annum, less appropriate charges. Attractive 3 bedroomed flat, furnished or unfurnished as required.
THE MEADOWS RESIDENTIAL SCHOOL
Hawthorn Lane, Coventry
Non-resident ASSISTANT TEACHER to take small class of emotionally disturbed boys aged 11 to 13 years. Interest in Music an advantage.
Burnham Scale 1 plus Special School Allowance £381 per annum.
TOWN THORNS RESIDENTIAL E.S.N. (M) SCHOOL
Easenhall, Near Rugby
Resident ASSISTANT TEACHER required for small Reception class. Infant/Special education experience desirable.
Burnham Scale 1 plus Special School Allowance £381, plus Residential Duties Allowance £920 per annum, less appropriate charges. Spacious accommodation available.
Canvassing disqualifies.
Application forms and further particulars from Director of Education, Council Offices, Earl Street, Coventry CV1 5RS to be returned by November 30, 1977.

CUMBRIA
EDUCATION COMMITTEE
ST. MICHAEL'S TUTORIAL CENTRE
Workington
(Seven to 16 Mixed)
Required for January, 1978, or as soon thereafter as possible, a TEACHER IN CHARGE of this small withdrawal unit for disturbed pupils.
Salary Scale 3, plus Special Schools Allowance of £381 per annum.
Further particulars and application forms obtainable from the Director of Education, 5 Portland Square, Carlisle CA1 1PU, to whom completed forms should be returned by 2nd December, 1977.

DUDLEY
METROPOLITAN BOROUGH
THE BRIER SCHOOL (ESN(M))
Cottage Street, Brierley Hill
Required for mid-February or Easter 1978, TEACHER to be responsible for small Reception Class (4-7 year olds). Additional qualifications desirable. Ability to implement Perception and Motor Development Programmes essential and willingness to organise and participate in extra-curriculum activities an advantage. Scale 2(S) post available for suitable applicant. Further details from the Headmaster — telephone Brierley Hill 78304.
Application forms from and returnable to J. Buck, Director of Education, Education Department, 2 St. James's Road, Dudley, West Midlands DY1 1HU (S.A.E.).

HARINGEY
(Borough of)
Required for January, 1978, or as soon as possible:
CHILD GUIDANCE CENTRE
Tetherdown, N.10
Enthusiastic and experienced full-time peripatetic reading TEACHER (Scale 2) for January, 1978, to work with small groups (maximum eight) of primary children with specific reading disabilities. The group teaching is intensive—each group is taught for two hours per day, four days a week—and includes other relevant skills.
Teachers work in close co-operation with Educational Psychologists and usually teach in no more than two schools each year.
For further information please phone 883 1904 (Miss Gray).
GREENFIELDS SCHOOL
Coppetts Road, N.10
Required for Easter, 1978 (or January, 1978, if possible) for this all-age mixed school for maladjusted children, an experienced TEACHER with responsibilities for Art and Creative Studies. Creative Studies is a major dimension of the school curriculum and there is an art/pottery room plus woodwork shop.
This is a key post and requires a flexible individual who in addition to being able to teach specific skills is capable of building good relations with disturbed and troubled children.
A teacher committed to the educational and therapeutic value of creative studies would be suited to this post. Interest in Drama and Music an advantage. A Scale 2 post available for suitable applicant.
Interested candidates are asked to visit the school by appointment with the Head Teacher, Mr. Keith Livingstone. (Tel. 01-444 5366).
London Allowance £402 payable. Removal expenses, 100 per cent allowed.
Application forms (S.A.E.) may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N.17, to whom the forms should be returned within 14 days.

HARROW
EDUCATION COMMITTEE
ALEXANDRA SPECIAL SCHOOL
Alexandra Avenue, South Harrow
Middlesex
01-864 2739
TWO Posts:—
(1) Required for April, 1978, a qualified TEACHER (Male or Female) with good primary infant experience for work in the Junior Department of this new purpose-built School. A skilled and imaginative approach to language development and the teaching of reading is essential as well as the ability to participate in a closely co-ordinated team providing a programme of educational therapy and behaviour modification for younger pupils. A special interest in pottery, music, environmental studies to Middle School standard would be an added advantage.
(2) Required as soon as possible, a qualified and suitably experienced TEACHER (Male or Female) for work with a small group of disturbed adolescents in this new purpose-built all-age school for maladjusted children. Preference will be given to candidates with sound remedial skills and experience of specialist subject teaching in one of the following areas: workshop and technical studies, arts and crafts (including pottery), social and environmental studies, practical science or home economics.
Neither post is suitable for probationers.
Scale 2(S) available for suitable candidates. Salaries include Special Schools Allowance and London Weighting (Tier 2).
Application forms from and to be returned to the Head of the School by 30th November, 1977. (Please enclose stamped addressed envelope.)

HERTFORDSHIRE
GARSTON MANOR ESN (M) SCHOOL
Horseshoe Lane, Garston
Required April, experienced TEACHER to take charge of the leavers programme. Scale 2(S) plus London Fringe Allowance.
Further details from Headmaster on receipt of S.A.E.

HERTFORDSHIRE
SOUTH WEST HERTFORDSHIRE DIVISION
Required April (or earlier) an enthusiastic and understanding TEACHER of appropriate successful experience to join an established team for work in a small newly opened unit with mainly secondary aged boys temporarily not attending their own schools. The importance of basic skills in literacy and numeracy should be supported by other interests and enthusiasms. Scale 2 plus Special Allowance of £381.
Please apply to Divisional Education Officer, Little Cassiobury, Hempstead Road, Watford, for details and application forms, to be returned as soon as possible with curriculum vitae, and names and addresses of two referees.

CITY OF MANCHESTER
EDUCATION COMMITTEE
GREAT MORETON HALL SCHOOL
Moreton, near Congleton
Cheshire CW12 4RZ
TEACHER required as soon as possible at this boys' residential school, to take a class of 13-plus boys with social/emotional problems. An interest in games/outdoor pursuits would be an added advantage. A Scale 2 post is available for a suitable candidate.
Further details and application form from the Head Teacher at the school.

SHEFFIELD
EDUCATION
NORFOLK PARK SCHOOL FOR SEVERELY EDUCATIONALLY SUBNORMAL CHILDREN
Park Grange Road, Sheffield S2 3QF
Required for January/April 1978, an experienced TEACHER interested in language and communication and with knowledge of modern methods of assessment and programming required to work primarily in the nursery and infant units of this school for E.S.N. (S) children. Candidates should hold a diploma for teachers of handicapped children or some similar qualifications 2(S).
Further details can be obtained from the Headmistress, Miss A. M. Moore.
Application forms are obtainable from the Chief Education Officer, to whom they should be returned at P.O. Box 67, Leopold Street, Sheffield S1 1RJ, within 14 days of the appearance of this advertisement.

SHEFFIELD
EDUCATION
KENWOOD CENTRE
2 Clifford Road, Off Psalter Lane
Sheffield S11 9AQ
Due to promotion, a TEACHER is required for January/April, 1978, for this day centre for about 20 boys and girls of secondary school age who are experiencing behavioural difficulties in normal schools.
The centre, which was opened in October, 1975, is in a large house in a pleasant residential area of Sheffield, convenient for the city and the surrounding countryside.
The Authority is looking for a teacher interested and skilled in dealing with educational, social and behavioural problems being experienced by some pupils and with the ability to work in a team of six teachers in this important development. Scale 2(S).
Application forms are obtainable from the Chief Education Officer, to whom they should be returned at P.O. Box 67, Leopold Street, Sheffield S1 1RJ, within 14 days of the appearance of this advertisement.

STAFFORDSHIRE
EDUCATION COMMITTEE
NEEDWOOD SCHOOL
Rangemore Hall, Burton-on-Trent
Required for January or Easter, 1978, HEAD of Lower School, Scale 3(S) at this Hearing Impaired Special School (age range five to 16).
Application forms obtainable from and returnable to the Head Teacher (S.A.E.).

Scale 1 Posts

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
QUARRY HOUSE E.S.N. (M.) SCHOOL
Roll: 107
Northowram, Halifax
TEACHER required immediately to teach GENERAL SUBJECTS to a class of 11-12 year old boys. Scale 1 plus S.S.A. An interest in craftwork would be an advantage.
Application forms obtainable, on receipt of foolscap S.A.E., from the Head Teacher to whom completed forms should be returned by 2nd December, 1977.

CAMBRIDGESHIRE
CAMBRIDGE AREA
THE MANOR E.S.N. (M) SCHOOL
Impington
Applications are invited for a Scale 1(S) teaching post for January or as soon as possible [illegible] a class of 11/12-year-olds. A person with experience is preferred but not essential. A three-bedroomed house is available for rental. The school is organised for 90 E.S.N. (M) boarding/day junior mixed pupils.
Application forms and details from Senior Area Education Officer, Shire Hall, Cambridge CB3 0AP (S.A.E., please), returnable as soon as possible.

DUDLEY
(Metropolitan Borough)
HALESBURY DAY SPECIAL SCHOOL
Feldon Lane, Halesowen
Required for January, 1978, TEACHER (Scale 1(S)). Special Schools' experience essential together with an ability to work within a leavers' curriculum. Further details from the Headmaster. Telephone 021-422 3023.
Application forms from and returnable to J. Buck, Director of Education, Education Department, 2 St. James's Road, Dudley, West Midlands DY1 1HU (S.A.E.).

DUMFRIES AND GALLOWAY REGIONAL COUNCIL
EDUCATION DEPARTMENT

VACANCIES IN SECONDARY SCHOOLS

Applications are invited from suitably qualified teachers for the undernoted posts:

TEACHER OF ART
Gatehouse Secondary School
This is a small four-year secondary school with a roll of approximately 73. The associated Primary School has a roll of 116.
Head Teacher: Mr G. Waddell
School Tel. No.: Gatehouse 262

TEACHER OF FRENCH/HISTORY OR FRENCH/GEOGRAPHY
Dumfries High School
Dumfries High School is a four-year secondary school, being part of the two-tier system of secondary education currently in operation in Dumfries. Roll: 1,140.
Head Teacher: Mr D. Clarkson
School Tel. No.: Dumfries 3085

Further information regarding the above posts, together with application forms, may be obtained from the undersigned, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

J. K. PURVES,
Director of Education

Education Offices,
30 Edinburgh Road,
Dumfries DG1 1JQ

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headship

BROOKSIDE RESIDENTIAL SPECIAL SCHOOL

Breadsall Village, Derby
Headteacher Group 5 (S)

Required for Easter 1978 or earlier, a resident Headteacher for this area residential special school for up to 80 boarding and 20 day boys aged 11-16 who are mainly ESN(M) or maladjusted. Salary £6,168-£6,780.

Application forms and further particulars from the Director of Education, County Offices, Matlock, Derbyshire DE4 3AG (stamped addressed envelope please) to be returned within 14 days of advertisement.

DERBYSHIRE
County Council

Education Department
SPECIAL SCHOOLS

DEPUTY HEADS

Charles Burns School, Queensbridge Road, Moseley, B13 8QB
Group 4S

Applications are invited for the Deputy Headship of this modern school for 60 psychiatrically disturbed children, age range 4-13 years. The post presents an exciting opportunity for an enthusiastic teacher to work in close collaboration with a full range of other professional agencies. Application forms and further details may be obtained from the Headteacher (Tel. No. 021-449 3322).

Cherry Oak School, 60 Frederick Road, Selly Oak B29 6PB
Group 5(S) ESN(S)

Applications are invited from qualified and experienced teachers for the post of Deputy Headteacher at this all-age special school. Application forms and further details including arrangements to visit the school are available from the headteacher (Tel. 021-472 1263). Applications to be returned within two weeks of the appearance of this advertisement.

OTHER POSTS

Calthorpe School, Youth and Adult Centre, Leopold Street, B12 0TJ

Applications are invited from qualified teachers who feel challenged to work in an establishment covering the full range of learning handicap E.S.N.(M) and E.S.N.(S).
Required for January, 1978 (or as soon as possible thereafter):

(a) Head of Behaviour Therapy
To oversee the management of behaviourally disturbed E.S.N. (M & S) children in the special unit provided and throughout the school. A knowledge of or a willingness to study Behaviour Therapy with special reference to the use of Behaviour Modification techniques will be looked for. Scale 3S for suitable applicant.

(b) Head of Physical Development
To be responsible for physical development throughout the school. A willingness to develop new techniques designed to improve the motor development of severely handicapped children as well as to extend the less severely handicapped pupils, is required. Above scale 1 post available to suitable applicant.

(c) Teacher to be responsible for a group of 5-8 year olds with a wide range of handicaps.
Above scale 1 post available to suitable applicant.
Further details from the Head, Tel.: 021-773 4637.

Hallmoor School, Kitts Green, B33 8QY

A vacancy exists for a specialist to teach Home Economics, Needlework and Light Crafts to both boys and girls at the above school. The appointment will be made at Scale 1 or Scale 2 level according to qualifications and experience. Special Schools' Allowance payable.
For further details and application forms or to arrange to visit the school telephone the headmaster: 021-783 3972.

Longwill School, Bell Hill Northfield B31 1LD
021-475 3923

Applications are invited from qualified teachers of the deaf for a Scale 1 post in this modern well equipped school for deaf children. Candidates should have a keen interest in the development of aural communication and experience in the teaching of children of infant/junior age would be an advantage. Applications would also be considered from experienced teachers prepared to obtain, after a course of further study, the necessary qualification to teach deaf children.

Salary includes additional payment for working in a special school and an immediate appointment can be offered. Further details and application forms can be obtained from the Headmaster.

There is a scheme for assistance with removal expenses.

BIRMINGHAM
CITY COUNCIL

SPECIAL EDUCATION
Scale 1 Posts
continued

EAST SUSSEX
BLATCHINGTON COURT SCHOOL
For partially sighted children
(All age; Group 6a)
Required for April, 1978, an ASSISTANT TEACHER for a small class of children aged seven to nine. Qualifications and experience in the field of visual handicaps preferred but not essential. Previous teaching experience desirable. Ability to teach Music an advantage.
Extraneous duties allowance of £150 per annum for a maximum of 10 hours per week. Non-resident.
Write to the Headmaster for further details and application forms with stamped addressed envelope enclosed—76 Belgrave Road, Seaford, Sussex BN25 4HG.

EAST SUSSEX
WINTERBY HOUSE SCHOOL
South Cliff, Bexhill-on-Sea
(Telephone: 216434 (STD 0424))
(Inner London Education Authority)
Promotion has created two vacancies in this boarding school for maladjusted senior boys. Applications are invited from experienced TEACHERS offering between them: GENERAL SCIENCE, ART and POTTERY and GENERAL SUBJECTS to "O" level. For suitable applicants Scale 2(S) posts are available. Experience in the teaching of maladjusted children is essential and the ability to participate in an empirical minded multi-disciplinary team is essential.
Successful candidates would be expected to undertake extraneous duties averaging 10 hours per week in term time for which an additional payment of £120 per annum is made.
The school has a good reputation on the academic side and the pupils attending are generally of at least average to well above average intelligence.
Accommodation available at a standard charge, is a four bedroomed, detached house and a three bedroomed flat, both off site, but candidates may prefer to inspect this delightful area with a view to house purchase.
Application forms are obtainable from and returnable to the Headmaster and potential candidates wishing to visit the school will be made welcome.

ESSEX

TYE GREEN E.S.N (S)
Tendring Road, Harlow
(Tel.: Harlow 23670)

Required for January, 1978 Suitably qualified ASSISTANT TEACHER for small group of special difficulty children. Special schools allowance plus London fringe. Housing available through Harlow Development Corporation.
Apply direct to Headmaster at school (foolscap, S.A.E., please).

Educational Audiologist and Pre-School Teacher of the Deaf

Salary : Burnham Scale 4

The Education Committee is seeking to appoint from the Spring Term, or as soon after as possible, a well qualified and experienced EDUCATIONAL AUDIOLOGIST able to advise on all aspects of the education of hearing-impaired children. The candidate appointed will be expected to work successfully with a wide range of professional colleagues, and to advise and counsel parents of young children. An important aspect of the work will be in differential diagnosis of handicapped children in an inter-disciplinary Paediatric Assessment Unit.

Coventry has well established provision for hearing-impaired pupils.

Further particulars and forms of application available from Director of Education, Council Offices, Earl Street, Coventry CV1 5RS (Tel. 0203 25555, Ext. 2445) to be returned by 30 November, 1977. Canvassing disqualifies.

coventry

NEW GRADED POST

Sir Winston Churchill Secondary School for Deaf Children

Required as soon as possible:

(a) Experienced Teacher

to take charge of integrated courses for Deaf Pupils 14-18 attending neighbouring normal schools and colleges; to extend range of tutorial and supportive teaching, organise further vocational training and develop facilities leading to further education.

(b) Qualified Teacher of Deaf

offering main subject Science and Technical Subjects/Physical Education for secondary age pupils. Both posts are non-residential. Salary on Burnham Scale, Special School and London Allowance. Apply giving curricula vitae, referees to the Secretary, Woodford Educational Trust, 37 Churchfields, South Woodford, London, E.18.

County of Cleveland

SPECIAL SCHOOL

SCALE 1 POST + S.S.A.

BARRINGTON SCHOOL E.S.N.(S) (Multiply Handicapped)
College Road, Middlesbrough, Cleveland TS5 5JB

Required for January, 1978, or as soon as possible, a qualified teacher with an interest in work with multiply-handicapped pupils. Applications from persons with a particular interest in the use of musical activities with severely handicapped pupils would be welcome. A SCALE 2S post could be available for a suitable applicant.

Financial assistance with household removal expenses is available in approved cases.

Application may be made by letter or on application forms obtainable from the Head Teacher at the address shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.

Letters of application and completed application forms should be submitted direct to the Head Teacher within 14 days of the appearance of this advertisement.

HAMPSHIRE
WAVELL UNIT
Lynchford Road, Farnborough
GU14 6H
WOODWORK TEACHER required for this E.S.N. (M) Unit—Scale 1 post. Experience in Special Education desirable.
Letter of application, nominating two professional referees, to Teacher-in-Charge with S.A.E. for details.

HARROW
EDUCATION COMMITTEE
ALEXANDRA SPECIAL SCHOOL
See under Special Education, Scale 2.

KINROSS

LENDRICK MUIR SCHOOL
ASSISTANT TEACHER

Required to commence duties on January 9, 1978, or as soon thereafter as possible at Lendrick Muir School, Rumbling Bridge, Kinross, Co-educational Residential Secondary School for maladjusted children of above average intelligence.
Please state level of subjects offered (particularly interested to hear from Historians and/or English). Also what Hobbies willing to take with pupils (e.g., Music). Salary Scale 1, S.S.A. £297, and in return for extra-curricular time £111, plus free board and lodging if single, single person preferred. If married, rent and rate free bungalow.
Reply to Headmaster, stating two referees and when available for interview.

KIRKLEES
METROPOLITAN COUNCIL
NEWSOME SECONDARY SCHOOL
Castle Avenue, Newsome
Huddersfield HD4 6JN
Required for January 1978 for one term, full-time temporary TEACHER, Scale 1, to work with a group of partially hearing children. Qualifications in the teaching of the deaf would be an advantage but are not essential.
Application forms and further particulars (S.A.E., please) from the Head Teacher.

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
HAVENSIDE SCHOOL
Haven Lane, Oldham
Required for April, 1978 or earlier: Scale 1 TEACHER for this E.S.N.(S.) school. The school is shortly to transfer to a new building of open-plan design, catering for 70 E.S.N.(S.) pupils of secondary age range. Applicants must have experience of teaching E.S.N.(S.) pupils and should have experience of team teaching. The ability to teach music and to play a musical instrument a distinct advantage.
Special Schools Allowance payable.
Send S.A.E. for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham, OL9 6PP, returnable to him immediately.

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
THE LAURELS SCHOOL
Haytree Avenue, Chadderton
Oldham
Required for January, 1978, at this E.S.N.(M.) School, Scale 1 TEACHER with experience of young infants for teaching in Special Care Unit. Temporary appointment for one term in first instance.
Special Schools Allowance payable.
Send S.A.E. for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP, returnable to him immediately.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT

LLANFAES COUNTY PRIMARY INFANT SCHOOL
Brecon
(Telephone: Brecon 3326)

DIAGNOSTIC/ASSESSMENT UNIT

Required for 10th April, 1978, or such other date as may be arranged, a suitably qualified and experienced TEACHER for this special unit, which caters primarily for language-impaired children in the pre-school to seven-year age range. Scale 1 post, plus Special Schools Allowance (£301) for suitably qualified applicant. (Post Reference 1.10/S/7.)
Application forms and further particulars obtainable from the undersigned upon receipt of a stamped addressed foolscap envelope, to whom completed forms should be returned by 14th December, 1977.
Robert W. Bevan, Director of Education, Education Department, Powys County Hall, Llandrindod Wells, Powys.

STAFFORDSHIRE
EDUCATION COMMITTEE
NEEDWOOD SCHOOL
Rangemore Hall, Burton-on-Trent
Required for January or Easter, 1978, an experienced and qualified TEACHER for this Hearing Impaired Special School (age range five to 16 years).
Application forms obtainable from and returnable to the Head Teacher (S.A.E.).

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
CASTLE SCHOOL
Odell Road, Leamore, Walsall.
Required for January, 1978 at this school for children with learning difficulties, a TEACHER to be responsible for a small class of adolescents. The post will initially be a temporary one for two terms. Prospective candidates are welcome to visit the school and discuss the post with the Head Teacher, Mr. M. Alnscow.
Written applications should be addressed to the Head Teacher, giving names and addresses of two referees and enclosing a S.A.E.

Independent Schools

Headships

HOME COUNTIES
(West of London)
Applications are invited for the post of HEAD of an independent School catering for girls from 8 to 18, with 150 boarding and day pupils. Present head is retiring and the post will become vacant in September 1978.
The Governors are seeking an experienced teacher (a married man would be seriously considered) able to carry through a substantial development programme over the next five years. New detached centrally heated house will be provided adjacent to the school.
Applications should be made to the Chairman of the Governors giving curriculum vitae. Box No. TES 5046, The Times WC1X 8EZ.

LONDON, W.5
HAMILTON HOUSE SCHOOL
HEAD TEACHER for Junior Department of Recognised Boys' Prep School (80 boys—kindergarten to eight years) taught mainly by women).
Write, giving full details of qualifications and experience, with names of two referees to: The Secretary, Hamilton House School, 2 Florence Road, Ealing, W.5.

HEAD TEACHER required September 1978 for East Anglian PNEU school: accommodation available; spouse could assist in school or local sixth-form college.—Write with full details to Box TES 5084, The Times, WC1X 8EZ.

Deputy Headships Senior Masters/ Mistresses

HAMPSHIRE
WINCHESTER COLLEGE
SECOND MASTERSHIP
Applications are invited for this post, which falls vacant in September, 1979.
Details from the Bursar, Winchester College, Winchester.

Remedial Posts

LONDON, N.W.11.
KING ALFRED SCHOOL
North End Road, London
NW11 7HY
Required in January, 1978, by this all age co-educational independent day school, an experienced REMEDIAL TEACHER for part-time work with children of the 11 to 16 age range. Must be qualified for diagnostic work.
Please apply in writing (S.A.E.) to the Headmistress, giving details of qualifications and experience and the names of two referees.

By Subject Classification

Art and Design

Heads of Department

LONDON
MILL HILL SCHOOL
From September, 1978, we need a qualified DIRECTOR of ART, painter or graphic artist preferred, to oversee and prompt all aspects of education in the visual Arts. Modern purpose built Art block with art studio, wood and metalwork room and pottery with stoneware kiln. Two other assistant teachers in the Department. Academic teaching to O and A levels (including History of Art). The Director should be able and willing to take part in other aspects of school life.
Accommodation available.
Apply to the Headmaster, Mill Hill School, London NW7 1QS, with curriculum vitae and the names of two referees.

Other Assistants

WEST MIDLANDS
SOLIHULL SCHOOL
(H.M.C.; Independent; 920 boys; 200 boys and 30 girls in Sixth Form)
Required for September: A MASTER/MISTRESS to teach Art throughout the school, which has an age range of seven to 18. For details see P.S.Y.B. There is a flourishing Art Department with facilities for a variety of light crafts. An interest in three-dimensional Art would be specially welcome.
Willingness to help with Games or other activities (e.g. Social Service or C.C.F.) would be an advantage.
Salary: Burnham plus £300. Removal expenses paid (up to £75) for a married teacher. Accommodation may be available for an unmarried teacher willing to assist with duties in the boarding house.
Apply, with curriculum vitae and names of two referees, to the Headmaster, Solihull School, Solihull, West Midlands, B91 3DJ.

Classics

LONDON, S.W.19
KING'S COLLEGE SCHOOL
Wimbledon Common, SW19 4TT
Required for April or September, 1978, a GRADUATE to teach LATIN throughout the school, including "A" level and University Scholarship standard and FRENCH to "O" level. Ability to coach cricket, hockey or rowing would be an advantage.
Salary will be on K.C.S. Scale 1 (approximately equivalent to Burnham Scale 2). School married accommodation is available.
Applications with curriculum vitae and the names of two referees to the Head.

Commercial Subjects

LONDON, N.W.3

Experienced qualified TEACHERS of COMMERCIAL SUBJECTS, including SHORTHAND and TYPEWRITING, required for January by well-known Secretarial College in Hampstead.
Please telephone or write to The Director of Training, St. Godric's College, 2 Arkwright Road, London NW3. Tel. 01-435 9831.

Domestic Subjects

Heads of Department

LONDON, S.W.15
PUTNEY HIGH SCHOOL
G.P.D.S.T.
(Direct Grant School becoming independent) 480 girls in senior school)
35 Putney Hill, SW15 6BH
Wanted in April, 1978, qualified TEACHER to organize the department and share in the teaching of COOKERY and NEEDLEWORK throughout the school.
There are Ordinary and Advanced level courses in needlework.
Apply by letter with copies of testimonials and names of referees to the Headmistress.

Other Assistants

KENT
BEDGEBURY HOLLINGTON AND LILLESDEN
CHURCH EDUCATION CORPORATION LTD.
Required in January, well-qualified TEACHER of NEEDLEWORK and DRESSMAKING.
Apply with curriculum vitae, testimonials or names of referees, to the Headmistress, Miss J. M. Nixon, Bedgebury Hollington and Lillesden School, Bedgebury Park, Goudhurst, Kent.
Tel.: Goudhurst 211.

Economics

LONDON, W.1
Urgently required a qualified and experienced LECTURER in ECONOMICS for G.C.E. "O" level. Physical Training tuition.
Please telephone 629 5344-5. Central G.C.E. Tutorial College, 373/4 Oxford Street, W.1.

English

DEVON
BLUNDELL'S SCHOOL
Tiverton
Independent boarding, 13-plus to 18 420 boys, Sixth Form girls
A vacancy will arise in April, 1978 (applications for September, 1978, will be considered) for a GRADUATE TEACHER of ENGLISH, to join a department of six, and wishing to teach at all levels including Oxbridge Scholarship. A MASTER capable of coaching cricket at top level is also required soon. Total involvement in school life expected.
Applications, with names and addresses of two referees, to the Headmaster, Blundell's School, Tiverton, Devon EX16 4DN.

EDINBURGH

EDINBURGH MERCHANT COMPANY SCHOOLS

THE MARY ERSKINE SCHOOL

A TEACHER of ENGLISH is required for January 1978.
Applicants should have a good honours degree and should be registered with the general teaching council for Scotland or eligible for registration. Preference will be given to young graduates who have just completed training and to those who have an interest in drama and stage production.
Letters of application giving a full curriculum vitae and the names of two professional referees should be sent as soon as possible to the Principal, The Mary Erskine School, Ravelston, Edinburgh EH4 3NT.

ESSEX
FELSTED SCHOOL
ENGLISH GRADUATE required for January, 1978, to teach throughout the school to "A" level and Oxford and Cambridge scholarship standard. Temporary appointment for two terms considered. Accommodation available. Felsted salary scale.
Further details may be obtained from, and applications (giving the names, addresses and telephone numbers of two referees) should be sent to the Headmaster, Felsted School, Dunmow, Essex (telephone: Great Dunmow (0371) 820258) as soon as possible.

KENT
ST. MARY'S CONVENT
Ravenlea Road, Folkestone, Kent
(Recognized, Independent 330 pupils)
Required for January, 1978: GRADUATE with some teaching experience for ENGLISH to "A" level.
R.C. with Religious Certificate. An interest in drama an added recommendation.

SUFFOLK
CULFORD SCHOOL
(Co-ed: Independent: 700 pupils: Day and Boarding)
Required for January, TEACHER of ENGLISH either throughout the School or with an emphasis on pre O-level work. Temporary appointment for two terms would be considered.
Apply to the Headmaster, Culford School, Culford, Bury St. Edmunds, Suffolk.

SUFFOLK
FRAMLINGHAM COLLEGE
H.M.C. Independent. Co-educational
500 pupils (335 boarding boys)
Required for September, 1978, a well qualified GRADUATE to teach in the ENGLISH DEPARTMENT.
An interest in games and outside activities important. There is a possibility of a House Tutorship.
Further details of the post may be obtained from the Headmaster.
Applications to be sent to the Headmaster with names and addresses of two referees.

SUFFOLK
IPSWICH SCHOOL
H.M.C., Independent
DEPUTY HEAD of ENGLISH and DRAMA required for September, 1978, to teach to S level. Candidates should have taught for at least three years but be under 30.
Help with games and activities a recommendation.
Salary Burnham plus £106, scale depending on qualifications and experience.
Apply with curriculum vitae and names of two referees by December 1st to Headmaster, Ipswich School, Suffolk IP1 3SG.

SUSSEX
CHRIST'S HOSPITAL
Horsham
ENGLISH SPECIALIST required for next September, capable of teaching throughout the range 11-18, within a large boarding school for boys, with A level and University Scholarship work.
Accommodation provided within the school for either a married man or bachelor.
Apply to Headmaster for details.

YORKSHIRE
POCKLINGTON SCHOOL
near York
(H.M.C. ex-D.G. 600 boys)
Required for September, 1978, GRADUATE to teach ENGLISH throughout the school in a flourishing Department. Substantial share of Sixth Form work available (including "A" level Continuous Assessment). Residential post with usual emoluments may be available for bachelor.
Apply with curriculum vitae and names of two referees to Headmaster, Pocklington School, West Green, Pocklington, York.

Geography

Heads of Department

CUMBRIA
LAKE DISTRICT
ST. ANNE'S SCHOOL FOR GIRLS
Windermere
Independent Girls' Boarding School of 380
Member of the G.B.G.S.A.
GEOGRAPHY, HEAD OF DEPARTMENT
HEAD of DEPARTMENT required for January, 1978 or April, 1978.
GEOGRAPHY is taught throughout the school: "O", "A/O" and "A" level. The department has developed a good tradition, teaching is shared (4 staff); there is a strong Sixth Form; new buildings were completed last year; this is a key appointment for a suitably qualified applicant with interest in Field and Environmental Studies.
Salary Burnham. Government Superannuation applies.
Candidates should be prepared to take a full part in boarding school life through projects, societies and activities.
Applications, curriculum vitae with names and addresses of two referees to the Headmaster who will provide further details.

LONDON, SE21 7LD
DULWICH COLLEGE
HEAD of GEOGRAPHY DEPARTMENT
September, 1978
Applications are invited for this senior post from highly qualified Geography Graduates to succeed the present holder, who is retiring. The successful candidate will have had suitable experience in schools: he will be required to teach up to Open Scholarship level and to develop the already flourishing field study activities both within the U.K. and overseas. The Head of Side is closely involved in the administration of the school and in planning for its future, together with the welfare and guidance of pupils on his side. Geography is an important academic subject within the school and a tradition of excellence in G.C.E. and Open Scholarship examinations has been established.
Dulwich has its own salary scales and accommodation may be available if necessary.
Applications should be sent to The Master as soon as possible, giving the names and addresses of three referees.

Other Assistants

LONDON SE9 4QF
ELTHAM COLLEGE
GRADUATE required in January, to teach GEOGRAPHY (modern methods and content) for "O" and "A" levels (with share in scholarship work), to act as a resident House Tutor, and to share rugby football coaching. Board and accommodation free. Salary, Burnham 2 (London).
Further details from Headmaster's Secretary. Temporary appointment till July could be considered.
Applications, with names of two referees, to Headmaster by 1st December.

SURREY COUNTY COUNCIL

*FRINGE AREA LONDON ALLOWANCE £130 p.a. THROUGHOUT THE COUNTY

*Generous relocation expenses in approved cases.
*Applicants to County and Voluntary Controlled Schools (except Reserved Teachers), effective from 1 September 1977 or later should note that Assistant Teachers on Burnham Scale 1 will receive Contracts to the service of the County Council with assignment initially to the school indicated. This will mean that teachers so appointed may be required to transfer to other schools at a later date.

West Hill School, Kingston Rd, Leatherhead

Assistant Teacher

required with interest in teaching of slow-learning children for January 1978 at this school for 180 ESN(M) children. Applicants should preferably be Middle School trained and willing to take classes throughout the school, age range 5 to 16 years. Salary Scale 1 plus Special Schools Allowance. Application forms and further particulars from the Headmaster, West Hill School, Kingston Road, Leatherhead, KT22 7PW. Telephone: Leatherhead 78270.

INDEPENDENT
Geography
continued

SURREY
SIR WILLIAM PERKINS'S SCHOOL
Guildford Road, Chertsey
(It is proposed by the Trustees of this Voluntary Controlled Grammar School for Girls that it will become an Independent School in September, 1978)
Required January, 1978 (if possible):
GRADUATE to take charge of GEOGRAPHY DEPARTMENT and to teach throughout the school to "O" and "A" level. Scale 3 for suitable applicant.
MATHEMATICS GRADUATE to teach throughout the school to "O" and "A" level. A knowledge of Modern and Traditional Mathematics essential. Scale 2 for suitable applicant.
Application forms available from the Headmistress, Chertsey 62161.

YORKSHIRE
POCKLINGTON SCHOOL
near York
(H.M.C. ex-D.G. 600 boys)
Owing to increased numbers and expansion of the Department an additional GRADUATE is required to teach GEOGRAPHY throughout the school, including the Sixth Form, for September, 1978. Residential post with usual emoluments may be available for bachelor.
Apply with curriculum vitae and names of two referees to Headmaster, Pocklington School, West Green, Pocklington, York.

History

Heads of Department

OXFORD
ST. EDWARD'S SCHOOL
Applications are invited for the post of HEAD of the HISTORY DEPARTMENT, which will become vacant in September, 1978.
Forms may be obtained from the Warden, St. Edward's School, Oxford, OX2 7NN.

Other Assistants

LONDON
LATYMER UPPER SCHOOL
Hammersmith, London W6 9LR
(H.M.C.: direct grant, going independent; 1,100 boys)
Required in January 1978, a GRADUATE to teach HISTORY up to G.C.E. Advanced level.
Salary: Burnham Scale plus London allowance on a scale appropriate to experience.
Applications, together with full curriculum vitae and the names of two referees, should be sent as soon as possible to the Headmaster, Latymer Upper School, King Street, Hammersmith W6 9LR.

LONDON, S.W.1

WESTMINSTER SCHOOL

Required for September, 1978, a young man or woman to teach HISTORY at all levels of the school, with possibility of promotion to Head of Department for a suitably qualified candidate, in due course.
Further details of the post and conditions of service may be obtained from the Head Master, 17 Dean's Yard, London, S.W.1, to whom applications should be sent.

Mathematics

Heads of Department

LONDON, S.E.12
COLFE'S SCHOOL
Trustee: Worshipful Company of Leathersellers
Founded 1652
Independent
(640 boys)
HEAD of MATHEMATICS required for September, 1978, or earlier if possible. Scale 4 plus London allowance. Colfe's additional allowance contemplated. Strong academic tradition. 200 in Sixth Form.
Department responsibility includes Oxbridge teaching, c. 80 "A" level, c. 30 "A/O" level (all do "O" level), Computer Studies and Statistics.
Willingness to help with extra-curricular activities a recommendation. Apply to Headmaster, Horn Park Lane, SE12 8AW, with curriculum vitae and the names of two referees.

Other Assistants

CARDIFF
MONKTON HOUSE SCHOOL
The Parade, Cardiff
(Recognised Independent Day School for Boys four to 17 years)
Written applications are invited from qualified MATHEMATICS TEACHERS for a full-time teaching appointment in the Senior School from January, 1978. Ability to teach Technical Drawing and/or assist with games an advantage but not essential. Possibility of some "A" level work.
Burnham Scale. State Superannuation Scheme.
Applications, including full academic qualifications, possible extra curricula activities and details of two referees, should be sent to the Headmaster at the school as soon as possible.

DEVON
BLUNDELL'S SCHOOL
Tiverton
Independent boarding, 13-plus to 18 420 boys, Sixth Form girls
Vacancies will arise in the MATHEMATICS Department for September, 1978, and again for September, 1979, due to retirement. All members teach from top to bottom of G.C.E. and at least one must be able to teach to Cambridge scholarship level. A MASTER able to coach cricket at top level is also required in the next 18 months.
Applications from graduate teachers only, with names and addresses of two referees, to the Headmaster, Blundell's School, Tiverton, Devon EX16 4DN.

LONDON, S.E.12
COLFE'S SCHOOL
(Founded 1652; independent; 640 boys)
Required for January, for two terms, GRADUATE to teach MATHEMATICS to "A" level.
Burnham Scale 1, plus London allowance.
Apply to Headmaster Horn Park Lane, SE12 8AW, with curriculum vitae and names of two referees.

LONDON, S.W.1

WESTMINSTER SCHOOL

Required for September, 1978, a young man or woman to teach MATHEMATICS at all levels of the school.
Further details of the post and conditions of service may be obtained from the Head Master, 17 Dean's Yard, London, S.W.1, to whom applications should be sent.

PRIVATE City School requires full-time MATHS TEACHER from January 11th, for the age group eleven to sixteen, including "O" and "A" classes. Telephone Mrs. Stout, 606 2828.

Modern Languages

Heads of Department

LONDON, S.E.22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, S.E.22
Required for September, 1978:
A HEAD of the FRENCH Department to replace the present holder of the post on her retirement. Applicants should be capable of organizing and teaching French throughout the School to Advanced and Scholarship levels. This is a post of responsibility carrying a high salary for an applicant with excellent academic qualifications and experience. Salary, Burnham Scale with Inner London Allowance and Government Superannuation.
Apply in writing to the Headmistress giving full particulars, copies of two testimonials and the names of two referees.

Other Assistants

DORSET
CANFORD SCHOOL
Wimborne
A TEACHER of MODERN LANGUAGES is required for September, 1978, to teach French throughout the school including Scholarship level. Ability to teach Spanish to O level would be desirable, but not essential.
Applicants should be willing and able to play a full part in the extracurricular activities of the school. Canford has its own salary scale. Accommodation is available.
Applications, with full curriculum vitae and the names of two referees, should be sent as soon as possible to: The Headmaster, Canford School, Wimborne, Dorset.

KENT
BENENDEN SCHOOL
Cranbrook
(Independent: 330 girls 12 to 18)
Required in April, 1978, a GRADUATE to teach FRENCH and SPANISH, both up to University Entrance level.
Burnham Scale and Government superannuation. Non-resident, but accommodation can be provided.
Apply with full particulars and names of two referees, to the Headmistress.

CITY OF LONDON FREEMAN'S SCHOOL

Ashtead Park, Surrey

A vacancy will arise in January in the Modern Languages Department for a graduate to teach GERMAN to advanced level, preferably with some FRENCH.

Salary will be in Burnham Scale 1-2, according to experience, with £144 school allowance. Accommodation possible for single woman prepared to undertake some Housemistress duties.

Applications with curriculum vitae and two recent testimonials, or names and addresses of referees to Headmaster.

KENT

SEVENOAKS SCHOOL

(900 pupils)
Required for the year beginning September 1978 an UNDERGRADUATE or a young GRADUATE to act as an ENGLISH LECTEUR and to supervise, in France, the school's Link Scheme with St. Martin de France at Pontoise.
Full details can be obtained on application to the Headmaster.

Music

Heads of Department

LONDON, N.6
HIGHGATE SCHOOL
London N6 4AY
DIRECTOR OF MUSIC
The post of Director of Music will be vacant from September, 1978.
Applications, including telephone number, full curriculum vitae and the names, addresses and telephone number of two or three referees, should be sent as soon as possible to the Head Master, Highgate School, London N6 4AY (tel.: 01-340 1524) who can send full details.

Other Assistants

BERKSHIRE
QUEEN ANNE'S SCHOOL
Caversham, Reading
Required in April or September, 1978, a qualified TEACHER to join a flourishing MUSIC DEPARTMENT and to take charge of Chapel Music. The post would include training two choirs and a choral society and sharing organ-playing as well as teaching class-singing, Junior Class Music and individual piano pupils. The ability to teach the oboe would be an advantage. The post could be resident or non-resident. Burnham Scale with Government Superannuation.
Letters of application, together with copies of curriculum vitae and names and addresses of at least two referees, should be sent to the Headmistress.

Pastoral

BEDFORD
CLARENDON SCHOOL
Haynes, Bedford MK45 3BL
(Independent School, 200 girls, 8 to 18, mainly boarders).
Needed for January, as ASSISTANT HOUSEMISTRESS for 13 to 16 year olds, a practical, evangelical Christian with understanding of young people.
Experience a recommendation but not essential.
Education could be available for daughter.
Salary on national scales, according to qualifications and experience.
Apply, with curriculum vitae to Headmistress.

BRIGHTON

ROEDEAN SCHOOL

WARDEN required for sixth form house in September, 1978 consequent upon promotion of present holder to a headmistership. Good honours degree in History or Chemistry, with proven teaching experience, would be an advantage. The Warden is in charge of the pastoral care of 60 girls in their second sixth form year. An ideal post for a married couple. Burnham Scale 4 if linked with teaching post.
Apply in writing, giving full curriculum vitae and the names and addresses of three referees (two of them professional) to the Headmaster, Roedean School, Brighton BN2 5RQ.

NORTH YORKSHIRE
QUEEN ETHELBURGA'S SCHOOL
Harrogate
Independent (Woodard Corporation) Boarding School for 210 girls
Vacancy in May or September, 1978, for the post of resident HOUSEMISTRESS for boarding house of 64 girls aged 11 to 18. The post would carry a reduced teaching timetable, and applicants should state subjects offered.
Burnham salary plus House Mistress allowance.
Please write to the Headmaster, giving full details of experience and qualifications, and the names of two referees.

Physical Education

Heads of Department

GUILDFORD
TORMEAD SCHOOL
Required for April, 1978—
HEAD of PHYSICAL EDUCATION DEPARTMENT in this well-equipped school. The syllabus includes a wide variety of sports. A particular interest in dance and trampolining would be a recommendation.
Applications giving full curriculum vitae and the names of two referees should be made to the Headmistress by November 28th.

Other Assistants

BOURNEMOUTH
QUEENSMOUNT SCHOOL
18 Queens Park West Drive
Independent Church of England Boarding and Day School for 200 girls aged from seven to 18 years. Recognised by the Department of Education and Science.
Required in January, 1978, a full-time qualified ASSISTANT member of staff with some experience to be in charge of the PHYSICAL EDUCATION DEPARTMENT and able to take responsibility for swimming. Hockey and netball in the winter, tennis, rounders and swimming in the summer. Burnham Scale 1 and Government Superannuation. Resident or non-resident post.
Apply to the Principals in writing with copies of testimonials or names of referees.

LONDON, SE21
DULWICH COLLEGE
London SE21 7LD
Required for September 1978 a TEACHER to work within the Physical Education Department, to have particular interest in Gymnasium and Sports Hallwork and to take charge of FENCING. It is usual for P.E. staff to do a small amount of classroom teaching in a subsidiary subject.
Dulwich has its own salary scales and from time to time accommodation becomes available on the College Estate.
Applications, including curriculum vitae and the names and addresses of at least two referees, should be sent to The Master as soon as possible.

Religious Education

Heads of Department

BRADFORD

WOODHOUSE GROVE SCHOOL
Apperley Bridge, Bradford
BD10 0NR
(Methodist ex-Direct Grant H.M.C. Boarding School
480 boys, 11 to 18)

Required for September, 1978, a HEAD of RELIGIOUS EDUCATION to direct and share the teaching of the subject with the Chaplain to "O" and "A" levels. All boys take "O" level. Accommodation available. Burnham Scale 3.
Further details may be obtained from the Headmaster, to whom applications with full curriculum vitae and the names of two referees should be sent.

Science

Heads of Department

SOMERSET
BRUTON SCHOOL FOR GIRLS
Sunny Hill, Bruton, Somerset
BA10 0NT
(100 in Sixth Forms)
Required in September, 1978, HEAD of PHYSICS Department.
Enquiries and applications to the Headmistress.

Other Assistants

BRISTOL BS8 3NG
AVONHURST SCHOOL
Clifton Down
Required in January, qualified person to teach PHYSICS to "A" level. Willingness to assist with extra-curricular activities (e.g. C.C.F.) an advantage. Non-resident post. Burnham Scale with superannuation.
Apply to the Headmaster with details of two referees.

CROYDON
WINTON SCHOOL
(Educational Day School Trust)
Required in January:
HONOURS GRADUATE qualified to teach CHEMISTRY to all levels of General Certificate and to University Entrance, including Oxbridge.
Ability to assist with games (Rugby Cricket) or other extra-curricular pursuits would be a recommendation.
Burnham Scale 1 or 2 salary according to qualifications, experience, with London Area Allowance. Government superannuation.
Applications, with full details and names of referees should be made to the Headmaster, 205-209 Addiscombe Road, Croydon.

CUMBRIA
AUSTIN FRIARS SCHOOL
Carlisle CA3 9PB
(S.H.M.I.S., P.S.Y.B., page 718)
Required for April/September 1978: a qualified TEACHER to teach CHEMISTRY throughout the school up to and including "A" level. Burnham Scale. Help with out-of-school activities most desirable.
Apply by letter to the Headmaster, with curriculum vitae and names and addresses of two referees.

CUMBRIA
FRIENDS SCHOOL
Wigton, Cumbria CA7 9DD
(Co-educational boarding and day school: 300 pupils: on fringe of Lake District National Park)
Required in January 1978, temporary, possibly permanent, resident TEACHER of PHYSICS to "A" level, "O" level and C.S.E.
Accommodation available for single or married staff at nominal charge.
Responsible position in boarding house for suitable applicant.
Own salary scale above Burnham.
Apply to the Headmaster, giving curriculum vitae and the names of two referees.

DORSET
CANFORD SCHOOL
Wimborne
Required in September, 1978, a TEACHER of PHYSICS at all levels, including the preparation of Oxbridge candidates. A practical interest in engineering, electronics and project work would be very welcome.
Applicants should be willing and able to play a full part in the extra-curricular activities of the school. Canford has its own salary scale. Accommodation is available.
Applications, with full curriculum vitae and the names of two referees, should be sent as soon as possible to: The Headmaster, Canford School, Wimborne, Dorset.

KENT
BEDGEBURY HOLLINGTON AND LILLESDEN
CHURCH EDUCATION CORPORATION LTD.
Required in January, qualified GRADUATE TEACHER of BIOLOGY to Advanced level.
Apply with curriculum vitae, testimonials, or names of referees to the Headmistress, Miss J. M. Nixon, Bedgebury Hollington and Lillesden School, Bedgebury Park, Goudhurst, Kent.
Telephone: Goudhurst 211.

LONDON
THE STUDY (WIMBLEDON) LTD.
4 Peek Crescent, Wimbledon, S.W.19
Independent Girls' School requires in January, TEACHER for BIOLOGY up to G.C.E. O level and for some GENERAL SCIENCE.
Temporary, part-time post at first, with possibility of becoming full-time and permanent.
S.A.E. for further details to Secretary.

SOMERSET
KING'S SCHOOL
Bruton
Requires GRADUATE to teach BIOLOGY, ideally with some subsidiary Chemistry, at all levels, from September, 1978.
Full out-of-school contribution assumed.
Apply giving curriculum vitae and names of two referees to the Headmaster.

YORKSHIRE
POCKLINGTON SCHOOL
near York
(H.M.C., ex-D.G., 600 Boys)
Owing to increased numbers and expansion of the Department an additional GRADUATE is required to teach PHYSICS throughout the school, including the Sixth Form, for September, 1978. Residential post with usual emoluments may be available for bachelor.
Apply with curriculum vitae and names of two referees to Headmaster, Pocklington School, West Green, Pocklington, York.

BIOLOGY/HUMAN BIOLOGY—Experienced Teacher required for Spring Term, 1978. Preferably resident. Small Independent Boys' School in Sussex. For details write Box TES 5083, The Times, WC1X 8EZ, enclosing curriculum vitae.

Other than by Subject Classification

DORSET
CANFORD SCHOOL
Wimborne
Required in September, 1978, a TEACHER of PHYSICS and MATHEMATICS to "A" level in both subjects. An interest in practical physics would be welcome.
Applicants should be willing and able to play a full part in the extra-curricular activities of the school. Canford has its own salary scale. Accommodation is available.
Applications, with full curriculum vitae and the names of two referees, should be sent as soon as possible to the Headmaster, Canford School, Wimborne, Dorset.

HERTFORDSHIRE
ANTHORNE
Quakers Lane, Potters Bar
Part-time TEACHING to "O" level in ENGLISH, HISTORY, ART, required in January. Independent school, small classes.
Apply Secretary: Phone 77 52403.

LONDON
HISTOCK PLACE SCHOOL
Clarence Lane, London, S.W.15
Required in January, 1978, part-time or full-time TEACHER(S) of MATHS/PHYSICS/SCIENCE to O level (London University) at this co-educational day and boarding school.
Burnham Scale.
Applications in writing with curriculum vitae, testimonials and two references to Headmaster.

F.I.S.—Vacancies in good independent schools. Details foolscap s.a.e. to Staff Dept., 18a Campden Hill Gardens, London, W.8.

Preparatory Schools

Headships

PERTHSHIRE

ARDVRECK SCHOOL

Crieff

The Governors invite applications for the HEADSHIP of Ardvreck which will become vacant on 1st September, 1978, on the retirement of the present Headmaster.

Ardvreck is a long established I.A.P.S. School with excellent facilities. There are 83 pupils in the School at present, mostly boys.
Good salary, usual allowances, excellent accommodation.

Candidates should be aged between 30 and 45 and preferably married.

For further particulars, please apply to the Secretaries to the Governors, Murray Beith & Murray, W.S., 39 Castle Street, Edinburgh EH2 3BH. Reference A-37(1)/WB.

ST. MARY'S HALL STONYHURST

The Governors of Stonyhurst College invite applications for the

HEADSHIP

of St. Mary's Hall, their northern preparatory school.

The appointment will take effect from September, 1978, following the retirement of the present headmaster, Mr R. L. Carter. St. Mary's Hall is an I.A.P.S. school for Catholic Boys intending to go to Stonyhurst. It has 175 boarders.

Applicants must be practising Roman Catholics. **They should write to the Clerk to the Governors, Stonyhurst College, via Blackburn, Lancashire, by 25th, November, 1977, enclosing a curriculum vitae and the names of three referees.**

GLASGOW ACADEMY
GLASGOW G12 8HE

(H.M.C, Independent)

HEAD OF THE PREPARATORY SCHOOL

Applications are invited for the post of

HEAD

of the PREPARATORY SCHOOL which will become vacant from 1st September, 1973, on the retirement of the present Head.

The Preparatory School is located beside the Senior School and shares its facilities. At present there are 270 boys in the age range 5-11.

Salary and responsibility allowance above Scottish National Scale. Government superannuation. Assistance may be given with removal expenses.

Further details may be obtained from the Rector, to whom applications should be sent together with a curriculum vitae and the names and addresses of two referees before 30th November, 1977.

ST. JOHNS BEAUMONT OLD WINDSOR, BERKS

The Governors of Stonyhurst College invite applicants for

JOINT HEADSHIP

at their South of England Preparatory School. This appointment is part of the plans for the future of their Preparatory Schools.

The appointment will be from September, 1978.

St Johns is an IAPS School for Catholic boys with 110 boarders and 36 day boys.

Applicants must be practising Roman Catholics.

They should write to the Clerk of the Governors, Stonyhurst College, Nr. Blackburn, Lancs, BB6 9PZ, by 2nd December, 1977, enclosing a Curriculum Vitae and the names of three referees.

SOUTH EAST
LONDON COLLEGE

seltec

Vice Principal

The College is in the lower half of Group 9. The post, which is available from May, 1978, due to the retirement of the present holder, is one of three within the College and the salary is £10,143 plus £402 London Allowance.

Applicants should have had a wide experience of teaching in further education and of administration within a large college.

ilea

Application forms returnable within two weeks of the date of this advertisement, and further particulars can be obtained from the Senior Administrative Officer, SELTEC, Lewisham Way, London SE4 1UT.

Lancashire
County Council

FURTHER EDUCATION

Forms/further details from/returnable to: the Principal at the College. Closing date 28th November, 1977.

The Nautical College, Broadwater, Fleetwood

As soon as possible.
Qualifications Masters Certificate (F.G.) and relevant teaching experience or Maritime Studies Degree (or equiv.) and suitable professional experience.
L.II.

Nelson and Colne College, Scotland Road, Nelson

1st January, 1978, or as soon as possible thereafter.

1. FOOD and FASHION.
   HEAD of DEPARTMENT.
2. An ability to teach two of Economics, Sociology, Statistics or Quantitative Method.
   DEPUTY HEAD of Department of Business Studies.
3. To teach Economics, Statistics and Quantitative Method.
   LECTURER I.
4. To teach Mathematics to GCE 'O' and 'A' level.
   LECTURER I.

METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT

Head of Department

Grade IV currently £7,248–£8,124

South Trafford College of Further Education

Manchester Road, West Timperley
Altrincham WA14 5PQ

To take college-wide responsibility for the development of new and existing courses and to undertake academic leadership in the field of general and community education. **Further particulars available from the Principal. Closing date for applications 30th November, 1977.**

Western Education and Library Board (Northern Ireland)

Londonderry College of Technology

Applications are invited for the following vacant posts

Department of Business and Management Studies

(778A) HEAD OF DEPARTMENT Grade II
The department offers OND/D, HND/C, DMS, etc. Candidates should have a degree or professional qualification, appropriate industrial/commercial experience and be capable of leading expansion.

Teacher Training Department

(779A) Lecturer II
with specialism to include Education Administration.

Department of Engineering

(7710A) Lecturer I in Mechanical Engineering

Department of Mathematics and Science

(7711A) Lecturer II Peripatetic in Computer Studies
Candidates should possess appropriate qualifications and have teaching experience.

Application forms for these posts are available on receipt of a stamped addressed foolscap envelope from the Chief Officer, Western Education and Library Board, Headquarters Offices, 1 Hospital Road, Omagh, Co. Tyrone, N. Ireland, and should be returned to him by 9 December, 1977. Please state number of post for which application is being made. *Canvassing disqualifies.*

PREPARATORY
continued

By Subject Classification

Classics

Heads of Department

OXFORD
SUMMER FIELDS
HEAD OF FRENCH
The post of HEAD of FRENCH falls vacant in September, 1978, on the retirement after thirty years of the present master. An experienced well qualified LINGUIST is required to fill this important post. Summer Fields has a long record of scholarship successes at the major Public Schools, and the successful applicant must have considerable experience in this field as well as with Common Entrance work. A keen games player would be an asset though not essential, but extra curricular involvement will be required.
Married accommodation—including the possibility of a housemastership—is available and salary is above Burnham.
Please write with full curriculum vitae and names of two referees to the Headmaster, Summer Fields, Oxford.

Mathematics

MATHEMATICS TEACHER required in April to teach to PSS standard in school of 140 boys (mainly boarders). Resident preferred. Applicant must be prepared to take full part in out-of-school activities. Hockey an advantage. Salary equivalent of Burnham.—Apply with names of two referees to Headmaster, Chafyn Grove School, Salisbury.

Modern Languages

Heads of Department

OXFORD
SUMMER FIELDS
HEAD OF CLASSICS
The post of HEAD of CLASSICS (Latin and Greek) falls vacant in September, 1978 on the retirement after well over thirty years of the present master. An experienced, well qualified Classic is required to fill this important post. Summer Fields has a long record of scholarship successes at the major Public Schools, and the successful applicant must have considerable experience in this field as well as with Common Entrance work. A keen games player would be an asset though not essential, but extra curricular involvement will be required.
Married accommodations — including the possibility of a housemastership—is available and salary is above Burnham.
Please write with full curriculum vitae and names of two referees to the Headmaster, Summer Fields, Oxford.

Music

Heads of Department

READING
DIRECTOR OF MUSIC required for January in a Roman Catholic Preparatory School with a fine tradition of choral music. Burnham Scale, Government superannuation.
Apply with curriculum vitae, and names of two referees, to the Headmaster, Oratory Preparatory School, Great Oaks, Goring Heath, Reading RG8 7SF.

Other than by Subject Classification

BATH
THE PARK SCHOOL
Weston Lane, Bath, BA1 4AQ
Telephone: Bath 21681
(I.A.P.S. day preparatory school for boys)
Required in January, qualified TEACHER to take HISTORY and GEOGRAPHY to Common Entrance and Public School Scholarship standards.
Must be able to coach games, particularly soccer. Salary based on Burnham: school pension scheme.
Apply, with curriculum vitae and names and telephone numbers of two referees, to the Headmasters.

CHESHIRE
FOREST SCHOOL
Timperley, Altrincham
(Co-educational preparatory)
Required for January, 1978, qualified experienced TEACHER for 7-plus age group. Some work with other classes possible for person interested in Art. Keen interest in Mathematics and ability to assist with games an advantage.
Application by letter to the Headmaster.

KENT
DOVER COLLEGE JUNIOR SCHOOL
(I.A.P.S. Co-educational: Preparatory)
(1) Required in April, TEACHER of MATHEMATICS and subsidiary CHEMISTRY (Nuffield Years 1 and 2).
(2) Required in January, TEMPORARY TEACHER to cover the work of the above post.
Applications, with curriculum vitae, to the Headmaster, 82 Shorncliffe Road, Folkestone, Kent.

KENT
Required in January or April, a young TEACHER to teach LATIN and SCRIPTURE and help with games in I.A.P.S. school. Burnham Scale.
Jeston, Gronham House, Birchington-on-Sea.

LONDON
LATYMER UPPER SCHOOL
Hammersmith, London W6 9LR
(H.M.C., Direct Grant, going independent, 1,100 boys)
Required in January, 1978, a qualified and preferably experienced TEACHER of class subjects including MATHEMATICS for nine and 10-year-old boys in the Preparatory Department. This could be a part-time or full-time appointment.
Applications, together with full curriculum vitae and the names of two referees, should be sent as soon as possible to the Headmaster, Latymer Upper School, King Street, Hammersmith W6 9LR.

LONDON
Independent Catholic prep. school, N.W.1, requires for January, [illegible] TEACHER, qualified for eight to nine age group.
Telephone 01-485 1958.

LONDON NW3
Experienced TEACHER, with high standards, required in January, or as soon as possible thereafter, for the top level of a traditional Primary Boys' School.
Salary by negotiation.
Application complete with full curriculum vitae, copies of recent testimonials and the names of two referees should be sent as soon as possible to the Headmaster, [illegible] House School, 181 West Heath Road, London, N.W.3.

SURREY
ST. ANDREW'S
Woking
I.A.P.S. Day and Boarding School
HISTORY/CLASSICS (to C.E.E. and P.S.S. level)
ASSISTANT required for May, 1978 or September. Ability to take games essential. Accommodation available for single person.
Please write to Headmaster enclosing curriculum vitae and two testimonials.

SURREY
A.H.M.P.S. GIRLS' PREP. BOYS' PRE-PREP SCHOOL
Required in January: qualified experienced TEACHER of class subjects for 5's to 8's: SINGING and or FRENCH an advantage.
Burnham salary.
Apply: Headmistress, St. Ives School P.N.E.U., Three Gates Lane, Haslemere, GU27 2ES.

Colleges of Further Education

BEDFORDSHIRE
EDUCATION SERVICE
BEDFORD COLLEGE OF HIGHER EDUCATION
SCHOOL OF ART, DRAMA AND MUSIC
LECTURER II in ART HISTORY
Applications are invited for a LECTURER II in ART HISTORY, to commence duties on January 1, 1978, or as soon as possible thereafter. Ability to contribute additionally to the teaching of a practical discipline in Art and Design essential.
Further details and application forms are available from The Director, Bedford College of Higher Education, Cauldwell Street, Bedford MK42 9AH, to be returned not later than December 1, 1977.

BERKSHIRE
LANGLEY COLLEGE OF FURTHER EDUCATION
LECTURER I IN SECRETARIAL STUDIES.
Applications are invited for the above post commencing on January 1, 1978, or as soon as possible thereafter.
Applicants should be able to teach both SHORTHAND and TYPEWRITING, and a willingness to offer OFFICE ORGANISATION in addition would be an advantage. A teaching qualification and secretarial experience are preferred, but previous teaching experience is not essential.
Salary Scale: £3,063 to £5,019, including supplements and London fringe allowance.
Berkshire has a scheme for assisting with removal expenses.
Further information and application forms from: The Principal, Langley College of Further Education, Station Road, Langley, Slough (telephone Slough 49222). Please enclose a stamped, addressed foolscap envelope. Closing date: November 25, 1977.

BERKSHIRE

LANGLEY COLLEGE OF FURTHER EDUCATION

LECTURER I in SECRETARIAL STUDIES

Applications are invited for the above post commencing on January 1, 1978, or as soon as possible thereafter.

Applicants should be able to teach both Shorthand and Typewriting, and a willingness to offer Office Organisation in addition would be an advantage. A teaching qualification and secretarial experience are preferred, but previous teaching experience is not essential.
Salary Scale: £3,063 to £5,019, including supplements and London fringe allowance.
Berkshire has a scheme for assisting with removal expenses.

Further information and application forms from: The Principal, Langley College of Further Education, Station Road, Langley, Slough (Telephone: 49222). Please enclose a stamped, addressed, foolscap envelope.

Closing date: November 25, 1977.

BIRMINGHAM (City of)
EDUCATION DEPARTMENT
BOURNVILLE COLLEGE OF FURTHER EDUCATION
Bristol Road South,
Birmingham B31 2AJ
Telephone: 021-476 8211
LECTURER II for teaching of the Deaf. This is a short-period appointment terminating on August 31, 1980, and funded from outside sources.
Lecturer, Grade II, £3,744 to £5,900 (including pay supplements).
Application forms and further particulars may be obtained from the Principal to whom completed forms should be returned as soon as possible.
There is a scheme for assistance with removal expenses.

CHESHIRE

MID-CHESHIRE COLLEGE OF FURTHER EDUCATION
Hartford Campus, Northwich, Cheshire, CW8 1LJ

DEPARTMENT OF MANAGEMENT AND BUSINESS STUDIES

A vacancy exists for a LECTURER Grade I to teach ENGLISH LANGUAGE and/or LITERATURE on G.C.E. and Business Studies Courses. Ability to assist in the teaching of other subjects on Business Studies courses would be an advantage.

Further particulars and application forms are available from the Principal, Mid-Cheshire College of Further Education, Hartford Campus, Northwich, Cheshire, CW8 1LJ, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

WATFORD COLLEGE

HEAD OF DEPARTMENT OF ENGINEERING

GRADE IV

(Re-advertisement)

Applications are invited for the above post which became vacant on 1st September, 1977. This is a large Department in which the work ranges from Craft to Higher National Certificate level.

Applications which have already been received will automatically be reconsidered.

Further details available from:

The Chief Administrative Officer
Watford College
Hempstead Road, Watford, WD1 3EZ

LANCASHIRE
COUNTY COUNCIL
BLACKPOOL COLLEGE OF
TECHNOLOGY AND ART

Lecturer II Food Preparation F/2

Lecturer I Food Preparation F/3

Applicants for both posts must have professional qualifications and good experience within the Hotel and Catering Industry. For the Lecturer II post previous full-time teaching experience is also essential.

Further details and application form from: The Principal, Blackpool College of Technology and Art, Ashfield Road, Bispham, Blackpool, Lancs., to be returned by 1st December.

BOURNEMOUTH AND POOLE
COLLEGE OF FURTHER EDUCATION
Department of Catering, Tourism and Hotel Operations

TEMPORARY LECTURER GRADE II

required for two terms only to teach TRAVEL GEOGRAPHY to students preparing for the College Diploma in Travel and Tourism and the OND in Business Studies.

Applicants must have a degree in Geography with a bias towards travel/tourism, or a wide experience of foreign travel together with a suitable qualification.

The appointment is for the Spring and Summer Terms of 1978 only, commencing on 1st January and terminating on 31st August, 1978.

Salary: £3,279-£5,493 per annum (plus £465-£492 supplements).

Application forms and further details may be obtained from the Principal, Bournemouth and Poole College of Further Education, North Road, Poole, Dorset, BH14 0LS. Telephone: Parkstone 747600.

LOTHIAN REGIONAL COUNCIL
ESK VALLEY COLLEGE, DALKEITH

Senior Lecturer I in Professional Studies

The successful applicant will be required to be responsible for courses leading to the examination of the Institute of Bankers in Scotland and for block and day release courses for the SNC in Public Administration. Applicants should have a degree or diploma in commerce or an equivalent appropriate professional qualification. Relevant teaching experience essential.

Senior Lecturer I in Complementary Studies

This post involves assisting the Head of Department as required in the organisation and administration of SCE courses, in the supervision of the English and Communication content of SCOTBEC courses, and in the supervision and administration of SCOTBEC Internal Assessment Schemes. The ability to teach History to SCE Higher Grade and/or a proven interest in Industrial Relations/Industrial Organisation would be an advantage. Applicants should have an appropriate degree or equivalent qualification and preferably some industrial experience.

Salary for both posts will be in the range £3,119-£5,881, the starting point dependent on the interpretation of government pay policy.

Application forms (with further particulars) from the Principal, Esk Valley College, Newbattle Road, Dalkeith EH22 3AE (Tel. Number 031-663 1951).

COLLEGES OF FURTHER EDUCATION
continued

CLEVELAND
EDUCATION COMMITTEE
LONGLANDS COLLEGE OF FURTHER EDUCATION
Required as soon as possible
LECTURER Grade I in MECHANICAL ENGINEERING
To teach mainly Engineering subjects, including Mathematics, Science and Drawing. An ability to offer Instrumentation and or Workshop Technology would be an added advantage. Possession of an H.N.C. or similar qualification together with teacher training experience is desirable.
Salary Scale Lecturer Grade I, [illegible] (inclusive of supplements).
Application forms and further details can be obtained from the Principal at the College, Douglas Street, Middlesbrough, Cleveland TS4 2JW, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

CLEVELAND
CLEVELAND TECHNICAL COLLEGE
Redcar
Applications are invited for the following vacant posts, duties to commence as soon as possible.
LECTURER TWO [illegible] TRADES
The successful candidate will be expected to teach classes in [illegible] and coordinate the work of other staff involved in these courses, up to Advanced Craft level.
LECTURER GRADE ONE MECHANICAL SERVICES (Plumbing)
The successful candidate will be required to teach up to Advanced Craft level in the C.G.L.I. Craft courses [illegible] and to assist in teaching ancillary subjects in other courses.
Candidates for both the above posts must have appropriate qualifications and sound industrial experience. Technical teacher training is a desirable additional qualification.
Further details and application forms are available by applying in writing only to the Principal, Cleveland Technical College, Corporation Road, Redcar, Cleveland TS10 1LZ, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

SOUTH LONDON COLLEGE
formerly Norwood Technical College, founded 1859

Main Building: Knights Hill, SE27 0TX
Tower Bridge Branch: Tooley Street, SE1 2JR

Physical Sciences Department

Principal Lecturer

Applications are invited from Senior Lecturers or those with equivalent experience for the above post which is based at the main building of the College and will be available from 1 January 1978.
The successful applicant will be expected to act as Deputy Head of a Grade 4 Department which is responsible for the administration of all GCE 'O' and 'A' Science courses and TEC Higher Diploma Courses in Geological Technology.
The staff of the Department of Physical Sciences are responsible for the teaching of Geology, Mathematics and Physics throughout the College and the Principal Lecturer will be expected to teach in one of these areas.
Salary Scale in accordance with the Burnham FE Report: £5,940 to £6,642 plus £402 Inner London Allowance and Supplement of £492.
Assistance may be given towards household removal expenses.

ilea

Application forms, returnable within 14 days of the appearance of this advertisement, obtainable from the Clerk to the Governors at the main building. Enclose self-addressed envelope, not smaller than size 10in. x 7in. If a Prospectus and any further particulars are required.

THE QUEEN'S COLLEGE, GLASGOW

SENIOR LECTURER 'A'

in

BUSINESS AND RESIDENTIAL MANAGEMENT

Salary range: £6,504-£8,220 per annum (including supplements awarded under Phases I and II of the pay policy)

Further details and forms of application may be obtained from the Principal, 1 Park Drive, Glasgow, G3 6LP, to whom completed forms should be returned by Tuesday, 6th December, 1977.

ACTON TECHNICAL COLLEGE, LONDON, W.3

PRINCIPAL LECTURER

in

ELECTRICAL and ELECTRONIC ENGINEERING

required actively to lead a wide variety of work for technician and craft students in electronics, telephony, installation and utilization of electrical plant, etc., within the Department of Engineering.

Further details and application form from Registrar and Clerk to the Governing Body, Acton Technical College, High Street, London W3 6RD. (Telephone 01-993 2344, ext. 2371/2372.)

Closing date for receipt of completed application forms 2nd December, 1977.

COVENTRY (City of)
HENLEY COLLEGE OF FURTHER EDUCATION
Principal: [illegible]
[illegible] for the post of LECTURER Grade I [illegible] from the 1st January, 1978 to teach welding and fabrication craft skills [illegible] Applicants should have completed a recognised apprenticeship, have good relevant technical qualifications and have [illegible] course of instructor training.
Salary in accordance with the current Burnham Further Education Scales of [illegible] per annum plus [illegible] per annum [illegible] upon qualifications and experience.
Further particulars and application form from the Principal, Henley College of Further Education, Henley Road, Bell Green, Coventry, CV2 1ED. Closing date Friday, 2nd December, 1977.

CUMBRIA
EDUCATION COMMITTEE
CARLISLE TECHNICAL COLLEGE
DEPARTMENT OF BUSINESS STUDIES
Applications are invited from suitably qualified persons for the post of LECTURER II in BUSINESS STUDIES/PUBLIC ADMINISTRATION which will be vacant on January 1, 1978.
The ability to offer Government, Public Administration and Economics to H.N.C. and H.N.D. level is essential. Applicants should be graduates of a British University. Previous relevant teaching experience is highly desirable and a recognised teaching qualification would be an advantage.
Salary scale, £3,744 to £5,085.
Further details and forms of application, returnable by December [illegible], 1977, from the Principal at the College, Victoria Place, Carlisle.

CUMBRIA
EDUCATION COMMITTEE
WEST CUMBRIA COLLEGE
LECTURER I in SOCIAL SCIENCE and GENERAL STUDIES required from January 1, 1978 to teach full-time and part-time students on a wide range of courses, but with special interest in care studies.
Applicants should be qualified in Social Sciences and/or Social Work.
Further particulars and application forms from the Principal at the College, Park Lane, Workington, to whom completed forms should be returned by December 2, 1977.

DEVON
EDUCATION COMMITTEE
NORTH DEVON COLLEGE
Principal, [illegible], M.A., M.B.I.M.
Applications are invited for the post of LECTURER Grade II in FOOD SERVICE and RELATED SUBJECTS in the Department of Food and Fashion to date from January 1. Applications would also be considered for a temporary appointment.
The successful applicant will be required to teach Food Service and related subjects to students following City and Guilds, O.N.D. and short courses. The post involves responsibility for the organisation of the first year training restaurant, the development of new courses and probably for the care of female students.
The Department has expanded rapidly over the past decade and now has 200 full-time students, more than three quarters of whom are female, and a range of part-time courses.
The salary scale is £3,744 to £5,085. There are no forms and letters of application should be sent to the Principal, Barnstaple, as soon as possible.

ENFIELD
(London Borough of)
EDMONTON COLLEGE OF FURTHER EDUCATION
Principal: D. J. Alderson, M.Sc., C.Eng., M.I.Mech.E., M.I.Prod., L.M.S.E.
TEACHING STAFF VACANCIES
The following staff are required from 1st January or as soon as possible:—
LECTURERS, Grade I. Reference G.515. BIOLOGY and ALLIED SUBJECTS up to G.C.E. "O" level standard. Reference G.506 THEORETICAL and PRACTICAL MECHANICAL ENGINEERING subjects to day release and full-time 46-week year students.
Salary Scale (including London allowance): Lecturer I, £2,766 to £4,674. The initial placing on this scale depends on qualifications and experience.
This scale is subject to a £312 addition plus a further supplement of between £132 and £180 per annum.
Application forms and further particulars (enclose S.A.E.) are obtainable from the Principal, Edmonton College of Further Education, Montagu Road, Edmonton N18 2LY, and should be returned by the 30th November, 1977.

ESSEX
CHELMER INSTITUTE OF HIGHER EDUCATION
Victoria Road, South Chelmsford, CM1 1LL
(Tel.: Chelmsford 5[illegible])
FACULTY OF BUSINESS ADMINISTRATION
DEPARTMENT OF CATERING AND HOME ECONOMICS
LECTURER I in FOOD PREPARATION required to teach Catering on O.N.D. Housekeeping and Catering Certificate [illegible] and [illegible] Day Release courses. Industrial experience and teaching certificate essential.
Salary scale: £2,913 to £4,869 per annum.
Application form, to be returned by 21 November, 1977, and further details from the Secretary.

HAMPSHIRE

FARNBOROUGH COLLEGE OF TECHNOLOGY

Ref 77/99/F10 LECTURER Grade I in CATERING and FOOD STUDIES required from January, 1978.
Further particulars from The Principal, Farnborough College of Technology, Boundary Road, Farnborough, Hants, GU14 6SB. S.A.E., please.
Closing date: 10 days from publication of advertisement.

HEREFORD AND WORCESTER
COUNTY COUNCIL
NORTH WORCESTERSHIRE COLLEGE
SCHOOL OF BUSINESS AND MANAGEMENT STUDIES
Appointment of LECTURER Grade I/LECTURER Grade II.
Applications are invited from ACCOUNTANTS (preferably Chartered). The post involves accounting at all levels including professional, and contributions to teaching in two of the following areas: Tax, Company Law, Auditing, Data Processing, Cost and Management Accounting. The post would suit a recently qualified person interested in commencing a teaching career with some eventual involvement in new course development.
Salary: Lecturer Grade I, £2,781 to £4,680 (plus stage two supplements); Lecturer Grade II, £3,801 to £5,805 (plus stage two supplements).
Please apply to The Director, North Worcestershire College, Burcot Lane, Bromsgrove, for further details and application forms.

HEREFORD AND WORCESTER
COUNTY COUNCIL
WORCESTER TECHNICAL COLLEGE
DEPARTMENT OF CATERING
LECTURER Grade I
Applications are invited for the post of LECTURER Grade I, to commence duty as soon as possible to teach [illegible] and [illegible] subjects related to catering.
Candidates must have had a varied experience in the catering industry and preferably teaching experience.
Salary within the scale £2,[illegible] [illegible]
Closing date for applications [illegible] days after the appearance of the advertisement.
Application forms from the Principal, Worcester Technical College, Deansway, Worcester.

KIRKLEES
METROPOLITAN COUNCIL
DEWSBURY AND BATLEY TECHNICAL AND ART COLLEGE
Wheelwright Road?, Dewsbury WF13 [illegible]
Telephone: Dewsbury [illegible]
HEALTH AND CHILD CARE
LECTURER Grade I
DEPARTMENT OF SCIENCE AND MATHEMATICS
Post reference: SM [illegible]
Required for 1 January, 1978. The duties will include teaching health [illegible] [illegible] Applicants should preferably be SRN with a teaching qualification and/or teaching experience.
Salary Scale £2,[illegible] to £4,377 plus £312, plus latest pay award.
Further details and application forms (please quote reference number and enclose foolscap S.A.E.) may be obtained from the Vice Principal at the above address.
Closing date two weeks after the appearance of this advertisement.

KIRKLEES
METROPOLITAN COUNCIL
HUDDERSFIELD TECHNICAL COLLEGE
New North Road, Huddersfield
Principal: Dr. [illegible]
DEPARTMENT OF GENERAL AND COMMUNICATIONS STUDIES
Applications are invited for the post of LECTURER Grade I to teach in the social work section of the department.
Experience within a social services agency and/or the possession of a C.Q.S.W. would be desirable.
Salary: Lecturer Grade I, £2,913 to £4,869 per annum (including supplements).
Additions may be given for approved qualifications and industrial experience.
Application forms and further particulars are obtainable from the Principal to whom applications should be returned within 14 days of the appearance of this advertisement (please quote Ref. [illegible]).

LANCASHIRE
EDUCATION COMMITTEE
BLACKBURN COLLEGE OF TECHNOLOGY AND DESIGN
Feilden Street, Blackburn BB2 1LH
Applications are invited for the following post to be effective January 1, 1978—
GENERAL STUDIES LECTURER Grade I
To teach GENERAL and COMMUNICATION STUDIES throughout the College. Applicants should be qualified lecturers and preferably have industrial/commercial experience.
Salary Scale: Lecturer Grade I, £2,781 to £4,680 (plus additional supplement w.e.f. April 1, 1977).
For application form/further details, send a stamped addressed foolscap envelope to the Principal at the College. Closing date December 2, 1977.

LEEDS
CITY COUNCIL

DEPARTMENT OF EDUCATION

PARK LANE COLLEGE OF FURTHER EDUCATION
Park Lane, Leeds LS3 1AA
Principal,
G. Hume, B.Com., D.P.A., J.P.
Telephone number Leeds 443011

Applications are invited from suitably qualified and experienced persons for the post of LECTURER I in COMMERCE and ACCOUNTS.
Further details and application form from the Principal.

LEICESTERSHIRE

HINCKLEY COLLEGE OF FURTHER EDUCATION
SCHOOL OF CONTINUING EDUCATION
LECTURER I IN GENERAL STUDIES AND COMMUNICATION

Applications are invited from suitably qualified and experienced persons for the above post which becomes vacant on 31st December, 1977. Applications should be submitted within 10 days of the first appearance of this advertisement.
Further particulars obtainable from the Registrar, Hinckley College of Further Education, London Road, Hinckley, Leicestershire, upon receipt of a stamped, addressed envelope.

LEICESTERSHIRE

LOUGHBOROUGH TECHNICAL COLLEGE
Principal: D. W. Hutchings M.A., M.Sc.
DEPARTMENT OF ELECTRICAL ENGINEERING

LECTURER I required for 1st January, 1978, to teach students on ELECTRICAL CRAFT and TEC courses. Applicants should be suitably qualified, preferably teacher trained and have sound practical experience in their field. Specialist knowledge of armature winding and machine repair, switch and control gear practice, lift technology and installation, advantageous.
Applications to the Principal, Loughborough Technical College, Radmoor, Loughborough, Leicestershire (Telephone: Loughborough 215831) within 14 days of the appearance of this advertisement.

LONDON

INNER LONDON EDUCATION AUTHORITY
LONDON COLLEGE OF FURNITURE
41-71 Commercial Road,
London, E1 1LA

BASKETRY
PART-TIME LECTURER, one day a week.
Applications are invited from people with both skill and imagination in basketry to teach in the COLI Creative Studies in Basketry course. Teaching experience is desirable but not essential.
Salary, £3.0[illegible] to £5.51 per hour plus a supplement of 47p per hour up to 21 hours per week.
Application form may be obtained from the Senior Administrative Officer at the college.

LONDON

INNER LONDON EDUCATION AUTHORITY

HACKNEY COLLEGE

DEPARTMENT OF MECHANICAL ENGINEERING

LECTURER Grade II required in the HOROLOGY Section. The successful candidate is required to teach in both theory and practice of Watch and Clock Technology to Final British Horological Institute Certificate level and must be a fully qualified Horologist and preferably a Member of Fellow of the British Horological Institute. A knowledge of the methods of electronic horology would be an advantage. Good industrial experience is essential with preferably some teaching experience.

Salary on an incremental scale within the range £3,[illegible] to £5,[illegible] plus £402 Inner London Allowance and supplement of between £[illegible] and £[illegible]. Starting point depending on qualifications, training and experience.

Assistance may be given towards household removal expenses.

Application forms obtainable from, returnable to, Senior Administrative Officer, Hackney College, Dalston Lane, E8 1LD (01-[illegible]). Closing date 2nd December 1977.

LONDON

INNER LONDON EDUCATION AUTHORITY

LONDON COLLEGE OF FURNITURE

41-71 Commercial Road
London E1 1LA

[illegible]

LECTURER I

Applications for this full-time post are invited from [illegible] to teach part-time students on C.G.L.I. craft certificate courses and full-time students on [illegible] courses. Previous teaching experience is not essential.

Salary: Lecturer I on an incremental scale within the range £2,469 to £4,377 plus £402 Inner London Allowance and a supplement of between £114 and £162. Starting point depending on qualifications, training and experience.

Further information and application form may be obtained from the Senior Administrative Officer at the college.

LONDON

INNER LONDON EDUCATION AUTHORITY

LONDON COLLEGE OF PRINTING
Elephant and Castle, London SE1 6SB
Telephone 735 8484 Ext. 227

DEPARTMENT OF BUSINESS AND GENERAL STUDIES

L. II IN COMPLEMENTARY STUDIES

Applications are invited from suitably qualified candidates who can contribute to our degree level work with Design and Photography students. In particular candidates should be able to lecture on the inter-relationship of the Arts and Society. The person appointed will also be required to contribute to our General Studies teaching programme with other students who range from Apprentices to HND level.
Salary in accordance with the Burnham F.E. Report, on an incremental scale within the range £3,[illegible] to £5,[illegible] plus £402 Inner London Allowance and supplement of between £114 and £162.
Further particulars and application form, returnable by December 2, 1977, are obtainable from the Senior Administrative Officer at the College.

LONDON
INNER LONDON EDUCATION AUTHORITY
LONDON COLLEGE OF PRINTING
Elephant and Castle
London SE1 6SB
Tel. 735 8484 Ext. 227
DEPARTMENT OF BUSINESS AND GENERAL STUDIES
LECTURER I IN COMMUNICATION SKILLS
Applications are sought from suitably qualified candidates who have a demonstrable interest in this subject area.
Initially half of the time of the individual appointed will be spent on work with Low Achievers and Apprentices in our Communication Skills Workshop. For the remainder of the time an ability to participate in the teaching of Communications Theory, Mass Media or related subjects up to degree level would be helpful, but candidates with other interests will be considered.
Salary in accordance with the Burnham F.E. Report, on an incremental scale within the range £2,469–£4,377 plus £402 Inner London Allowance and supplement of between £114 and £162, starting point depending on qualifications, training and experience.
Further particulars and application form returnable within 14 days may be obtained from the Senior Administrative Officer at the College. (Ext. 227.)

BRADFORD COLLEGE

The College invites applications for the following posts:

School of Combined Studies

LI IN MATHEMATICS

Applications are invited from good Honours Graduates in Mathematics. An interest in innovative methods of teaching mathematics to students, including non-mathematicians, will be a strong recommendation.

School of Technology and Design

LI IN GENERAL STUDIES

The successful applicant will be required to teach Craft, Technical and Under-Graduate Courses within the School.

LI IN AUTOMOBILE ENGINEERING

Required for the remainder of session 77/78. Candidates must be apprentice trained and hold City and Guilds FTC Certificate in Automobile Engineering and a Certificate in Education.
The salaries for the above posts will be in accordance with the Burnham Scales of Salaries (FE Scales) £2,469-£4,377, plus the supplement of £312 and the recent award up to a maximum of £180 p.a.

Application forms and further particulars are available from: The Staffing Officer, Bradford College, Great Horton Road, Bradford BD7 1AY, and the completed forms should be returned by Wednesday, 30th November, 1977.

SHEFFIELD EDUCATION

Granville College
Granville Road, Sheffield, S2 2RL
(Telephone 70271)

Department of General
and Liberal Studies

Required for 1st January, 1978, or as soon as possible thereafter, a

LECTURER GRADE I

In General and Communication Studies. Ability to offer elementary Economics would be an advantage. Applicants must be graduates and be teacher trained

Salary Scale: Lecturer Grade I within the range £2,469-£4,377 per annum plus (i) £312 and (ii) £132—£180 annual salary supplements.

Application forms, together with further particulars are obtainable from the Chief Administrative Officer (foolscap s.a.e.), and must be returned to the College within 10 days of the publication of the advertisement.

COLLEGES OF FURTHER EDUCATION
continued

LONDON, S.W.15

Please see advertisement under College of Education for LECTURER in Philosophy at Garnett College, Downshire House, Roehampton Lane, London SW15 4HR.

CITY OF MANCHESTER

EDUCATION COMMITTEE

ABRAHAM MOSS CENTRE
Crescent Road, Crumpsall
Manchester [illegible]
[illegible]

Required for 1st January, 1978, or as soon as possible: LECTURER Grade I for MATHEMATICS and/or PHYSICS. This post will be on a fixed-term contract, until August 1979, and is mainly concerned with teaching "A" level to overseas students.

Salary scale: Burnham F.E. Lecturer I (£2,913 to £4,869 per annum).

For further details and application form, please send S.A.E. to the Senior Administrative Officer, Abraham Moss Centre, Crescent Road, Manchester [illegible] (061 740 1491). Closing date: 2nd December, 1977.

NEWHAM

(London Borough of)
EAST HAM COLLEGE OF TECHNOLOGY
High St. South, London E6 4ER
Principal: K. R. Bishop, B.Sc.(Econ.), F.R.S.A.

DEPARTMENT OF MECHANICAL AND PRODUCTION ENGINEERING

Applications are invited for the following posts:

LECTURER I in MANAGEMENT and SUPERVISORY STUDIES required as soon as possible, to teach general Management subjects to Engineering students.

LECTURER I required to teach VEHICLE BODY BUILDING and REPAIR, Technology and practice to Training Services Agency, City and Guilds and Diploma Courses.

Salary: £2,913 to £4,869 plus £402 per annum London Allowance.

Application forms and further details may be obtained by writing to the College Administrative Officer enclosing a self-addressed envelope.

Completed forms should be returned within 14 days of the appearance of this advertisement.

NORFOLK

COUNTY COUNCIL
NORWICH CITY COLLEGE OF FURTHER AND HIGHER EDUCATION

Ref HCS LECTURER I in FOOD AND BEVERAGES

Applications for this post are invited from candidates with a good industrial background, together with appropriate technical qualifications.

Previous teaching experience is not mandatory and in-service teacher training will be given.

The post is available with effect from January 1, 1978.

Application forms and further details may be obtained by sending a large stamped addressed envelope to the College Secretary to whom completed forms should be returned within 14 days.

NORTHAMPTONSHIRE

EDUCATION DEPARTMENT
WELLINGBOROUGH TECHNICAL COLLEGE

Applications are invited for the post of LECTURER I in CARPENTRY and JOINERY. Candidates should hold appropriate qualifications and be able to teach theory and practical work to craft apprentices. Ability to assist in the teaching of other building craft subjects would be an added advantage.

Application forms and further particulars from: The Principal, The Technical College, Church Street, Wellingborough, Northants. Telephone: Wellingborough 224165.

CITY OF SALFORD

SALFORD COLLEGE OF TECHNOLOGY

Frederick Road, Salford M6 6PU

Tel. 061-736 6541

DEPARTMENT OF ENGINEERING

Applications are invited for the post of LECTURER, Grade I in LIGHT CURRENT ELECTRICAL ENGINEERING.

Applicants should be graduates in Electronics or Communications Engineering Subjects, but a minimum of H.N.C. or Full Technological Certificate in appropriate studies will be considered.

Salary £2,469 to £4,377 plus £312 per annum and other allowances.

Further particulars and forms of application may be obtained from The Principal.

CITY OF SALFORD

WORSLEY COLLEGE of FURTHER EDUCATION
Walkden Road, Worsley M28 4QD

DEPARTMENT OF COMMERCE AND LIBERAL STUDIES

LECTURER Grade I—ENGLISH LANGUAGE and LITERATURE

Required from January 1, 1978, or as soon as possible thereafter.

Applications are invited from qualified teachers in English Language and Literature. Duties will include the teaching of those subjects to G.C.E. "O" level and "A" level and the teaching of English to various secretarial courses for U.L.C.I. and R.S.A. examinations.

Further particulars and forms of application may be obtained from the Principal to whom the completed forms should be returned.

SANDWELL

L.E.A.
WEST BROMWICH COLLEGE OF COMMERCE AND TECHNOLOGY
Wodon Road South, Wednesbury, West Midlands WS10 0PE

Applications are invited for the following posts:

LECTURER I in ENGLISH LANGUAGE and RELATED STUDIES
Office Studies Department
Applicants should possess a degree in English and preferably have had some commercial experience.

LECTURER I in ENGLISH LANGUAGE
General Studies Department
Applicants should possess a degree in English and should preferably have had experience of teaching English as a foreign language.

LECTURER I in MOTOR VEHICLE REPAIR WORK
Automotive Studies.
Applicant will be required to teach in vehicle workshops and assist with related studies subjects. Vehicle electrics/general fault diagnostic experience would be an advantage. Applicants should possess C & G full Technological Certificate and preferably be a member of a professional institute. This post is temporary for two years.

LECTURER I in MOTOR VEHICLE BODY REPAIR
Applicant will be required to teach further education subjects (C & G [illegible]) to students undertaking integrated courses. While practical experience is essential, appropriate formal qualifications required. This post is temporary for two years.

LECTURER I in MANAGEMENT STUDIES
The successful suitably qualified applicant will be required to teach in the following areas—Supervisory Studies, Administrative Management, Purchasing and Supply, Production Control and other associated courses at the appropriate level.

Salary: £2,469 to £4,377 per annum plus £[illegible] per annum salary supplement.

Application forms and further particulars from the Principal at above address. Closing date 29th November 1977.

SANDWELL

(Metropolitan Borough of)

WARLEY COLLEGE OF TECHNOLOGY

Crockett's Lane, Smethwick
Warley B66 3BU
West Midlands

Applications are invited for the post of LECTURER Grade I in PLUMBING to commence duties on the 1st January, 1978, or as soon as possible thereafter.

The person appointed will be required to teach theoretical and practical classes in the Plumbing Craft Course and to assist with the teaching of associated subjects in other Building Craft courses. Applicants should hold a C.G.L.I. Advanced Plumbing Certificate. Good industrial experience is essential. Teacher training or experience of full-time or part-time teaching would be an advantage.

Salary in accordance with the Scale of Salaries for Teachers in Establishments of Further Education, i.e. £2,469 per annum to £4,377 per annum plus a supplement of £441 to £493 per annum.

Further details and application forms, quoting reference number [illegible], may be obtained from the Acting Principal, Warley College of Technology, Crockett's Lane, Smethwick [illegible], Warley, West Midlands.

SEFTON

(Metropolitan Borough of)
HUGH BAIRD COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF BUSINESS STUDIES

LECTURER I required to teach ECONOMICS and related BUSINESS STUDIES subjects for 1st January, 1978.

Person appointed will teach subjects to B.E.C. courses together with G.C.E. "A" level and other groups. Candidates should be graduates and/or professionally qualified and should have suitable background business. Teacher training experience, while preferred, not essential.

Application forms, further particulars, stamped addressed envelope, please, from: Principal, Hugh Baird College of Further Education, Balliol Road, Bootle, Merseyside. L20 7EW.

SHROPSHIRE
COUNTY COUNCIL

WALKER TECHNICAL COLLEGE
Hayrridge Road, Wellington
Telford

Required for 1st January 1978: a LECTURER I in ENGLISH and COMMUNICATION STUDIES. Some G.C.E. "A" level work may be available to suitably qualified applicant but a preference will be given to a person with an interest in the teaching of communications to business, secretarial and hairdressing students.

Salary: £2,913 to £4,869.

Further details and application forms available from the Principal upon receipt of a S.A.E.

STOCKPORT

(Metropolitan Borough of)
STOCKPORT COLLEGE OF TECHNOLOGY

Applications are invited for the following full-time posts, duties to commence January 1, 1978, or as soon as possible hereafter:

DEPARTMENT OF MANAGEMENT AND BUSINESS STUDIES

PRINCIPAL LECTURER (Ref. 512), with substantial experience of business and of teaching in further education. The post requires a significant contribution in the administration of this large department in addition to a teaching commitment in the areas covered by the Business Education Council.

DEPARTMENT OF GENERAL EDUCATION

LECTURER I to assist with PHYSICAL EDUCATION (Ref. 513). Applicants should possess recognized qualifications in this field. Special interest in racquet games and an ability to assist with outdoor pursuits will be looked for. Some involvement with a NEBSS recreation management course is available to a suitably qualified candidate.

Salary scales: Principal Lecturer, £6,432 to £7,133 per annum (including £312 per annum and April, 1977, supplement); Lecturer Grade I, £2,469 to £4,377 per annum (including £312 per annum and April, 1977, supplement, plus additions for recognized qualifications).

Application forms and further particulars from the Principal, Room 6/100, Stockport College of Technology, Wellington Road South, Stockport SK1 3UQ, on receipt of a stamped self-addressed envelope, quoting reference of post.

Applications to be received by December 2, 1977.

SUNDERLAND

(Borough of)
MONKWEARMOUTH COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF SCIENCE AND TECHNOLOGY

Applications are invited from persons having a degree (or equivalent) in Mathematics or related Engineering or Science for the post of LECTURER, Grade I in MATHEMATICS. Teaching and/or industrial experience would be an advantage.

Salary scale £2,913-£4,869.

Duties to commence on or before 1st May, 1978.

Application forms and further particulars available upon receipt of a stamped, addressed envelope from the Principal, Monkwearmouth College of Further Education, Swan Street, Sunderland [illegible].

Closing date for applications 6th December, 1977.

L. A. Bloom, Chief Executive.

SUSSEX

THE STUDY CENTRE
DEPARTMENT OF SCIENCE AND BUSINESS
Worthing

Required for January. Experienced GRADUATES to teach the following:—
PHYSICS to "A" level
"A" level pure MATHEMATICS
"A" level Applied MATHEMATICS

This new department of The Study Centre is run as an independent Sixth Form College, preparing small groups of overseas students for G.C.E. examinations.

Salary Burnham Scale. Please write giving full curriculum vitae, including P.G.C.E., experience and two referees to: The Principal, The Study Centre, 7 Bedford Row, Worthing, Sussex.

TAMESIDE

COLLEGE OF TECHNOLOGY

DEPARTMENT OF BUSINESS STUDIES

LECTURER I IN ECONOMICS

This post is for the teaching of Economics on a range of Business Studies Courses. The ability to offer related subjects would be an advantage.

Candidates should be graduates with either teaching experience or training.

Application forms and further particulars from the Principal, Tameside College of Technology, Beaufort Road, Ashton-under-Lyne, OL6 6NX to be returned within 14 days of the appearance of this advertisement. Ref. 10285, H.S.

TRAFFORD

(Metropolitan borough of)

EDUCATION DEPARTMENT

SOUTH TRAFFORD COLLEGE OF FURTHER EDUCATION
Manchester Road, West Timperley, Altrincham
WA14 5PQ

SENIOR LECTURER in LIFE SCIENCES

Appointment to take effect from May 1, 1977.

Further particulars can be obtained from the Director of Staffing, South Trafford College of Further Education, upon receipt of a stamped addressed foolscap envelope.

Completed application forms should be returned by November, 1977.

WALSALL

WALSALL COLLEGE OF TECHNOLOGY
Re-advertisement
DEPARTMENT OF BUILDING

Applications are invited from suitably qualified persons with appropriate industrial experience for the full-time post of LECTURER I in TROWEL TRADES (Brickwork).

The appointment will commence as soon as possible.

Salary will be in accordance with the Burnham FE Scale, L.I, £2,469 to £4,377 per annum plus supplements.

Further details and application form, which should be returned as soon as possible, available from the Principal, Walsall College of Technology, St. Paul's Street, Walsall.

Previous applications are still under consideration.

WALTHAM FOREST

(London Borough of)
WALTHAM FOREST COLLEGE
DEPARTMENT OF SCIENCES

LECTURER I in BIOLOGY to teach mainly on G.C.E. "O" and "A" level courses and T.E.C. courses.

An ability to teach another science to "O" level would be an advantage.

Applicants must be graduates, preferably with teacher training.

Salary Lecturer Grade I from £2,913 to £4,869 plus London allowance £377 per annum (dependent upon qualifications and experience).

Application forms and further particulars available from the Principal (Staffing), Waltham Forest College, Forest Road, Walthamstow E17 4JB. Telephone number: 01-527 2311, Extension 289.

Closing date, 2/12/77.

WEST SUSSEX

NORTH-EASTERN AREA
CRAWLEY COLLEGE OF TECHNOLOGY
College Road, Crawley, Sussex
ELECTRICAL ENGINEERING DEPARTMENT

Required as soon as possible, a LECTURER Grade I (male/female) for ELECTRICAL and ELECTRONIC CRAFT STUDIES COURSES (C. and G. 200/232) and Radio, Television and Electronics Mechanics Course (C. and G. 222). Ability to offer Materials, Drawing and Workshop Practice for Level 1 T.E.C. courses would be an advantage.

Possibility of housing in approved cases.

Salary scale, £2,469 to £4,377 plus £312 plus Phase 2 plus £100 London Fringe Area Allowance.

Form and particulars from Principal of college on receipt of S.A.E.

WEST SUSSEX

WESTERN AREA
CHICHESTER COLLEGE OF FURTHER EDUCATION
Westgate Fields, Chichester, Sussex

LECTURER I (Salary Scale £2,469 to £4,377 plus £312 plus Phase II Supplement)
Required in:—
DEPARTMENT OF BUSINESS STUDIES

(a) BUSINESS COMMUNICATIONS
Applications invited from graduates in appropriate discipline to teach Business Communications / English across wide range of secretarial and business studies courses. Experience in commerce/industry and ability to offer additional secretarial subjects an advantage (two vacancies).

(b) SECRETARIAL STUDIES
To teach Shorthand 2000, Typewriting and Office Practice. Duties to commence 1st January, 1978.

DEPARTMENT OF GENERAL STUDIES

LECTURER II (Salary Scale £3,279 to £5,403 plus £312 plus Phase II Supplement)
Required 1st January, 1978, to act as COURSE TUTOR to City and Guilds Technical Teachers' Course and to teach Sociology to G.C.E. "A" level. Candidates should possess degree or professional qualification together with relevant teaching experience.

Form and details from Principal of College.

WILTSHIRE

THE COLLEGE
Swindon

DEPARTMENT OF MANAGEMENT

SENIOR LECTURER in MANPOWER MANAGEMENT

to teach Manpower Management on a wide variety of management and supervisory courses up to D.M.S. and I.W.M. Advanced Diploma level and also Trade Union courses; and to assist client organisations develop "in house" training programmes.

Applicants should have a degree or equivalent qualification in a relevant subject and be members of an appropriate professional body. Senior management experience in personnel or line management in progressive organisations is essential.

Further details and application forms (to be returned by 30th November, 1977) from the Principal, The College, Regent Circus, Swindon, Wiltshire on receipt of S.A.E.

TROWBRIDGE TECHNICAL COLLEGE

LECTURER, Grade I
GENERAL SCIENCE

Full-time temporary or Part-time

Required for January, 1978, for a wide range of science courses. Ability to teach Chemistry to Ordinary National Diploma "A" Level will be an advantage.

Application forms and further particulars obtainable from the Principal's Secretary, Trowbridge Technical College, College Road, Trowbridge, Wiltshire BA14 0ES. (Telephone: Trowbridge 4081.)

WOLVERHAMPTON
EDUCATION COMMITTEE

BILSTON COLLEGE OF FURTHER EDUCATION

Principal J. Inch, BA (Hons.), [illegible]

Appointment of LECTURER GRADE I IN ENGINEERING

Applications for the above post are invited from well-qualified engineers with suitable practical experience in the the field of Mechanical/Production Engineering.

Salary £2,913 to £4,869.

Further details and an application form are obtainable from the Principal, Bilston College of Further Education, Westfield Road, Bilston, WV14 6ER, to whom completed applications should be returned 14 days from the appearance of this advertisement.

Colleges and Departments of Art

ST. HELENS
EDUCATION COMMITTEE

COLLEGE OF ARTS AND DESIGN

LECTURER I in CERAMICS

Applicants should be professionally qualified, and have some teaching experience in Adult Education, for the above post which should take effect from 1st January, 1978.

Forms of application and further details from: The Principal, College of Art and Design, Victoria Square, St. Helens, Merseyside.

Polytechnics

BIRMINGHAM

(City of)
POLYTECHNIC
DEPARTMENT OF FINE ART
SENIOR LECTURER in SCULPTURE (half full-time)

To assist with the day-to-day running of the B.A. course in Sculpture and to give assistance with postgraduate course in Fine Art.

Salary scale: Senior Lecturer, £5,031 to £5,[illegible] (bar £6,417) plus 1976 and 1977 supplements (pro rata for half-time post).

Further details and application forms (to be returned by 8th December, 1977) from the Personnel Officer (T.8), City of Birmingham Polytechnic, P Block, Perry Barr, Birmingham B42 2SU.

Universities

AUSTRALIA

UNIVERSITY OF MELBOURNE

RESEARCH FELLOWSHIPS

Several fellowships are awarded twice each year for full-time research in any department of the university.

Eligibility: Ph.D. or at least equivalent research experience.

Tenure: One to two years.

Salary: $A11,6[illegible], $A663 annual increments, plus return air fare.

Applications close January 31, 1978.

Travel grants and grants-in-aid.

Several grants-in-aid are also awarded twice each year to academics on salaried leave to conduct full-time research at the university.

Applications close January 31, 1978.

Detailed information is available from the Secretary for Graduate Studies, University of Melbourne, Parkville, Victoria 3052, Australia, or from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF.

BATH

THE UNIVERSITY

Applications are invited for a LECTURER in the School of Education, with responsibility for the Science and Technology Centre for Teachers.

Applicants should have a good honours degree and/or higher degree and recent experience of teaching science in schools.

The salary range (under review) is £3,333 to £6,665 per annum, but the commencing salary will be set in the lower part of the range.

Further particulars and application forms obtainable from the Personnel Officer, University of Bath, Bath BA2 7AY, quoting reference number 77/186 TES. Closing date for applications: December 8, 1977.

"Play the game, Taylor! That's the only copy of the TES we've got."

Every Friday go into your local newsagent, smile, produce 18p and ask for a copy of The Times Educational Supplement.

This is how to avoid argument, injury and be the first to read the TES.

QED

THE TIMES
Educational Supplement

UNIVERSITIES
Appointments continued

LANCASTER

THE UNIVERSITY
INSTITUTE FOR ENGLISH LANGUAGE EDUCATION
TEMPORARY TUTORIAL POSTS JULY TO SEPTEMBER 1978

Applications are invited from qualified and experienced teachers of English as a Foreign Language for a number of posts as Temporary Tutor in English Language in the Institute.

The Institute's programme includes courses in General English, English for Specialist Purposes and Study Skills, as well as a Diploma of Advanced Studies in Education (Linguistics and English Language Education). Applicants should have a post-graduate qualification in TEFL and/or Applied Linguistics. Teaching experience overseas would be a distinct advantage.

The posts will extend for a maximum of 12 weeks within the early July to late September period, and will involve up to 25 hours teaching/materials preparation weekly at a rate of £4.25 per hour.

Detailed applications (two copies) including curriculum vitae and naming two referees should be sent to the Director, Institute of English Language Education, Bowland College, University of Lancaster, Bailrigg, Lancaster LA1 4YT quoting reference [illegible]. Closing date for applications: 9th December, 1977.

LEICESTERSHIRE

LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY
Loughborough

LECTURER IN PHYSICAL EDUCATION

Applications are invited from graduates with suitable experience for the post of Lecturer in the Department of Physical Education and Sports Science, with special reference to the science of sport. Duties will include undergraduate teaching and supervision of postgraduate studies and research.

Salary within scale £3,333-£6,665 (under review). Postcard requests for further details and application forms to Paul Johnson, Establishment Officer, Ref. 77/30/TE.

THE OPEN UNIVERSITY

FACULTY OF SOCIAL SCIENCES

LECTURESHIP IN URBAN STUDIES

Applications are invited from persons with qualifications in the social sciences or in planning for a Lectureship in Urban Studies. The first responsibility of the person appointed will be to participate in the remaking of the Faculty's Urban Development course.

Salary will be on the Lecturer Scale, £3,333 to £6,665, per annum, plus U.S.S. benefits.

Application forms and further particulars are available, by postcard request please, from the Personnel Manager (UDS), The Open University, P.O. Box 75, Walton Hall, Milton Keynes, MK7 6AL, or by telephone from Milton Keynes 653868. Closing date for applications: 9th December, 1977.

SURREY

THE UNIVERSITY

DEPARTMENT OF ADULT EDUCATION

LECTURER IN ADULT EDUCATION

(with particular reference to teachers in the health service)

Applications are invited for the above post from teachers experienced in formal, professional or informal education. The person appointed should be competent to teach and undertake research into the in-service education of teachers from the health service professions. Other things being equal, a graduate, Registered Nurse Tutor will be preferred.

Salary will be within the range £3,333 to £6,665 per annum, depending on qualifications and experience, with superannuation under USS conditions.

Further particulars may be obtained from the Academic Registrar (TES), University of Surrey, Guildford, Surrey GU2 5XH, or Tel.: Guildford 71281, Ext. 452. Applications, from men and women, in the form of a curriculum vitae, including the names and addresses of two referees, should be sent to the same address by: 6 December, 1977.

Hull College of Higher Education
Cottingham Road Hull HU6 7RT
Telephone (0482) 41451

FACULTY OF DESIGN STUDIES

Applications are invited for the post of

GRADE IV HEAD OF SCHOOL OF FINE ART

which falls vacant as a result of the retirement of the present holder.

The School has responsibility for the following courses:
BA Fine Art (CNAA Honours Degree)
Foundation Course
Community Arts Programme

It includes a section providing History of Art and Complementary Studies for its own courses, and for courses in the School of Design.

The person appointed will be expected to have appropriate administrative ability, broad interests and significant professional experience in Fine Art, and to be a person of vision in the field of the arts in higher education.

Further particulars and forms of application may be obtained from Mrs. D. Liddell, Administrative Assistant (Personnel) at the above address.

This College is formed from an amalgamation of
Colleges of Art Commerce Education
Nautical Studies and Technology

Hull College of Higher Education
Cottingham Road Hull HU6 7RT
Telephone (0482) 41451

FACULTY OF TEACHER EDUCATION AND APPLIED SOCIAL STUDIES

SCHOOL OF TEACHER EDUCATION

Applications are invited for the following posts, tenable from 1st January, 1978, or as soon as possible thereafter.

Lecturer II/Senior Lecturer in EDUCATION

Applicants should have recent experience of teaching in Primary, Junior or Middle schools, with particular interest in the developmental aspects of the teaching of Mathematics and Language. A qualification and interest in the field of Psychology or Child Development will be an advantage.

Lecturer II/Senior Lecturer in MENTAL HANDICAP

Applicants should have recent experience of teaching severely handicapped children. A degree in Psychology and/or experience of research in this field will be an advantage.

The School of Teacher Education has embarked on an extensive programme of course revision and development, aimed at CNAA validation for a full-time four-year BEd, a full-time two-year BEd (post-DipHE), an in-service part-time BEd, and a full-time one-year PGCE.

Further particulars and forms of application may be obtained from Mrs. D. Liddell, Administrative Assistant (Personnel) at the above address.

This College is formed from an amalgamation of
Colleges of Art Commerce Education
Nautical Studies and Technology

UNIVERSITY APPOINTMENTS

[illegible] THE TIMES LITERARY SUPPLEMENT

With its world-wide [illegible] in 87 countries every week, [illegible] for advertising University Appointments, [illegible] in the Arts and the Humanities. [illegible] Classified Advertisement Department, The Times Literary Supplement, P.O. Box 7, New Printing House Square, Gray's Inn Road, [illegible]. Telephone 01-837 1234, extension [illegible].

Colleges of Higher Education

ESSEX

CHELMER INSTITUTE OF HIGHER EDUCATION
Victoria Road South, Chelmsford CM1 1LL
(Tel. Chelmsford 54491)

FACULTY OF CONSTRUCTION

LECTURER II, SENIOR LECTURER in VALUATIONS required in School of Surveying. Appropriate Degree or Professional qualification desirable. Appointment to be made on Lecturer II scale depending on qualifications and experience.

LECTURER I in CONSTRUCTION TECHNOLOGY and MEASUREMENT required to teach on TEC Building Certificate and Diploma Programmes.

Salary scales: Lecturer I, £2,913 to £4,869 per annum. Lecturer II, £3,744 to £[illegible] per annum. Senior Lecturer, £[illegible] to £[illegible] per annum. (Bar at £6,447.)

(These posts are open to male and female applicants.)

Application form, and further details, from the Secretary, to be returned within 14 days of appearance of advertisement.

KENT

CANTERBURY
CHRIST CHURCH COLLEGE OF HIGHER EDUCATION

Applications are invited for the post of LECTURER in DANCE tenable until August, 1980, in the first instance, from January, 1978, or as soon as possible after this date.

Applicants should have good academic qualifications in addition to considerable experience as a performer of dance as an art form. An interest and qualifications in one or more of the following areas would be an advantage: aesthetics, history of art/dance, choreography, gymnastics. Dance is offered as a major component of B.H. and B.Ed. degrees and for the professional courses in Movement Studies.

The salary will be in accordance with the scale £3,279 to £5,403 (Lecturer II) plus supplementary payments.

Further details from the Principal's Secretary, Christ Church College, Canterbury, to whom applications should be returned as soon as possible.

SOUTH GLAMORGAN

(County of)
SOUTH GLAMORGAN INSTITUTE OF HIGHER EDUCATION
FACULTY OF BUSINESS AND LIBERAL STUDIES
DEPARTMENT OF LIBERAL AND COMMUNICATION STUDIES
LECTURER Grade I in ENGLISH and COMMUNICATION

Salary £2,469 + £312 + £132 to £4,377 + £312 + £180.

Applications are invited for the above full-time appointment to commence on 1st January, 1978, or as soon as possible thereafter.

The successful applicant will be one of three full-time lecturers concerned with the teaching of English and Communication to full-time and part-time students throughout the Colchester Avenue Centre of the Institute.

Applicants should be suitably qualified by training and experience.

Application forms and further particulars are available from the Deputy Principal, South Glamorgan Institute of Higher Education, Llandaff Buildings, Western Avenue, Cardiff [illegible], and should be returned within 14 days of the appearance of this advertisement.

T. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

SUFFOLK

SUFFOLK COLLEGE OF HIGHER AND FURTHER EDUCATION

LECTURER GRADE I IN BUSINESS STUDIES

Required for 1st January, 1978, or as soon as possible thereafter to teach ECONOMICS to National Certificate and Diploma levels. Applicants should be graduates or professionally qualified with a broad business background. Ability to teach basic law and experience or training in teaching will be an advantage.

Salary Scale £2,469 to £4,377 plus two supplements.

Further details and an application form are obtainable from the Principal, Suffolk College, Rope Walk, Ipswich IP4 1LT, to whom completed application forms should be returned by 28th November, 1977. Please enclose a large stamped and addressed envelope and quote post number 5.36.

Colleges of Education

LONDON, S.W.15

INNER LONDON EDUCATION AUTHORITY

GARNETT COLLEGE

Downshire House
Roehampton Lane, London
SW15 4HR
(01-789 6533)

LECTURER IN PHILOSOPHY

Applications are invited for a temporary post of Lecturer II in the Philosophy of Education, with special reference to Technical and Further Education, to work full-time or part-time for the Spring Term 1978 only. Commercial or industrial experience is desirable, together with teaching experience in Further Education. The successful applicant will [illegible] the full range of courses offered by the College and will be expected to assist with the supervision of teaching practice. [illegible] will be requested to indicate their particular [illegible] of interest within Philosophy of Education. [illegible] may be required to contribute to the [illegible] for any of the Certificate in Education, Diploma or Advanced [illegible] courses offered by the College. Salary: [illegible] Burnham F.E. Scale, Lecturer II £3,279 to £5,403 [illegible] London allowance and supplement of between £441 and £493. Starting point depending upon qualifications and experience. Application forms and further details may be obtained from the Principal [illegible] at the College, to which completed forms should be returned within [illegible] days of the date of the advertisement.

Teachers' Centres

CHESHIRE

WARRINGTON TEACHERS' CENTRE

FULL-TIME PERMANENT WARDEN
Burnham Scale [illegible]

Required as soon as possible. The centre serves the town of Warrington and surrounding areas, and provides a focal point for teachers' in-service courses, curriculum development and social needs.

Application forms and further particulars (S.A.E.) from Director of Education (Reference [illegible]), County Hall, Chester. Closing date, 26 November, 1977.

Adult Education

CITY OF BIRMINGHAM
EDUCATION DEPARTMENT

ADULT EDUCATION, YOUTH AND COMMUNITY SERVICE

PRINCIPAL of BIRMINGHAM ATHLETIC INSTITUTE.
See Adult Education Section.

CAMBRIDGE

WORKERS' EDUCATIONAL ASSOCIATION
EASTERN DISTRICT

Applications are invited for the post of TUTOR-ORGANIZER for INDUSTRIAL and SOCIAL STUDIES from honours graduates qualified to teach within the fields of industrial relations and economics. Because the ability to engage in effective communication becomes ever more important with growing "worker participation" in consultation and decision making, the interest of those who also have some authority in English language and literature will be welcomed. The person appointed to this post would be required to live in Colchester or Ipswich and should, if possible, take up his/her duties early in the New Year.

The present range of salaries for this post is: Scale 1, £[illegible] by two increments to £3,291; Scale 2, £3,425 by 11 increments to £[illegible]. The appointment may be made in either scale and the starting salary will be according to qualifications and experience.

Forms of application, which must be returned completed by November 30, will be sent only in response to requests which are accompanied by a stamped addressed foolscap envelope.

Write: T. M. Jarman, M.A., WEA (Eastern District), Botolph House, 17 Botolph Lane, Cambridge CB2 3RE.

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
Rochester
MEDWAY ADULT EDUCATION CENTRE
Eastgate

Applications are invited for the above post for 1 January, 1978, or as soon as possible thereafter. Applicants should have previous teaching experience, preferably in Adult Education.

The Deputy Principal will assist and advise the Principal in the general administration of Adult Education throughout the Medway Division and will be expected to do a small amount of teaching in a relevant sphere.

Further particulars and forms of application are obtainable from: The Divisional Education Officer, Medway Division, Fort Pitt House, New Road, Rochester, Kent, ME1 1DU to whom they should be returned as soon as possible.

LONDON

TEACHER for Community-based adult literacy scheme in Clapham. 16 hours a week, evenings. Apply direct giving age, qualifications and experience to: Cave, 15 Fraser House, Albion Avenue, London SW8 2AH.

Assessment Centres

NEWHAM

(London Borough of)
SOCIAL SERVICES DEPARTMENT
LUTON HOUSE REGIONAL ASSESSMENT CENTRE
Sutton Road, Plaistow, London E.13

TEACHER. Burnham Scale 2. GENERAL SUBJECTS.

Luton House is a purpose built observation and assessment centre for fifty children. The main function of the centre is to provide observation and assessment facilities for children and young persons likely to be in care of a local authority for an indefinite period.

Applications are invited from suitably qualified and experienced teachers for the post of Assistant Teacher in this well equipped education unit for boys and girls of school age with personal, social and educational problems.

Teaching will be in collaboration with a small enthusiastic team within the framework of the unit.

The successful applicant would be expected to take up the appointment in January, 1978.

Informal visits can be arranged and further information obtained from the Principal at Luton House, telephone 01-474 2632.

Burnham Scales, plus London Allowance £402.

Application forms may be obtained from the undersigned and should be returned immediately.

J. S. Wilkin, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, E15 4BH.

Hull College of Higher Education
Cottingham Road Hull HU6 7RT
Telephone (0482) 41451

FACULTY OF MARITIME AND ENGINEERING STUDIES

The Faculty has over 100 academic staff and over 1,300 full-time equivalent students. It currently provides a wide range of full-time and part-time courses to meet the requirements of Local and National Industry, the Merchant Navy and Fishing Industries. The courses include Certificates of Competency as Master, Mate, Engineer and Radio Officer, Deck and Engineer Cadets, Technician and National Certificate courses in Mechanical and Electrical Engineering, full-time HND Engineering and OND Technology (Engineering). Staff are sought for the following posts:

LECTURER I in NAUTICAL STUDIES
LECTURER I in MARINE ENGINEERING
SENIOR LECTURER in PRODUCTION ENGINEERING
SENIOR LECTURER in MARINE ENGINEERING

For further particulars and application forms write to Mrs. D. Liddell at the above address, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

This College is formed from an amalgamation of
Colleges of Art Commerce Education
Nautical Studies and Technology

Gwent college of higher education
coleg addysg uwch Gwent

Lecturer II in Management

Salary: £3,591-£5,605 (subject to standard of work at £5,343) plus supplement of between £132 and £180 per annum.

Applicants for the above post should be graduates, preferably in Business Studies, with professional qualifications and experience in production or works management. The successful applicant should have a special interest in quantitative techniques and will be involved in teaching such techniques in a range of management and professional courses. The appointment is to commence in January 1978 and the starting point on the salary scale will depend upon previous industrial and teaching experience.

For further details and application forms apply to:
Dean of Administration,
Gwent College of Higher Education,
College Crescent,
CAERLEON, Gwent NP6 1XJ

RE-ADVERTISEMENT

ARMY APPRENTICES COLLEGE HARROGATE

LECTURER
Grade 1

Post available 1st January 1978 or as soon as possible thereafter.

To Teach Engineering/Technical/Electrical Drawing up to GCE and TEC Certificate and Diploma Levels. Also required, some Physics/Electronics up to "O" Level. To organise and run a sport/hobby for Apprentices as an extraneous duty.

A Science Degree or equivalent technical qualification required and/or appropriate teaching qualification.

Burnham Further Education Salary Scales plus Supplements plus £582 for slightly longer year and £879 per annum for 15 hours extra duties per week.

Further information and application forms from: Institute of Army Education (YE), Court Road, Eltham, London SE9 5NR.

Closing date: 30 November, 1977.

INFANTRY JUNIOR LEADERS BATTALION
SHORNCLIFFE

LECTURER Grade I

For 6th January, 1978, or as soon as possible thereafter. To teach a range of

GENERAL SUBJECTS

which will include participating in fairly rigorous outdoor activities. Also to organise and run general hobby activities including sports.

Qualifications. Preferably a Science graduate or science based qualification required.

Burnham Further Education Salary Scales plus Supplements will be paid. In addition a pensionable allowance of £582 per annum for slightly longer working year plus a non-pensionable allowance of £879 per annum for 15 hours extra duties per week.

For further information and application forms apply to Institute of Army Education (YE), Court Road, Eltham, London, SE9 5NR and quote reference AW 1447.

Closing date for application forms December 5, 1977.

ASSESSMENT CENTRES continued

ST. HELENS
EDUCATION COMMITTEE

OBSERVATION AND ASSESSMENT CENTRE

TEACHER
(Scale 2)

Applications are invited from qualified TEACHERS with experience of [illegible] and [illegible] including difficult children of secondary age. The Centre, which is new and purpose-built, is [illegible] by the Borough's Social Services Department and will eventually provide accommodation for [illegible] children. This is the second teaching post to be filled and it is expected that the successful candidate will be able to contribute as part of a team to the assessment of the social, educational, emotional needs of the children.

Further details and application forms available from the Director of Education, Century House, Hardshaw Street, St. Helens, Merseyside, WA10 1RN, to whom completed forms should be returned as soon as possible. Closing date Friday, December 2, 1977.

ADULT EDUCATION, YOUTH AND COMMUNITY SERVICE

PRINCIPAL

BIRMINGHAM ATHLETIC INSTITUTE (Re-advertisement)

£7,421 plus 1976 and 1977 salary supplements

The Principal will be responsible for the organisation, supervision and development of the work at this specialist Institute and its associated centres.

Application forms and further details may be obtained from:—**The Chief Education Officer, City of Birmingham Education Department, Adult Education, Youth and Community Division, Margaret Street, Birmingham B3 3BU quoting reference AEYC/SJW to whom they should be returned by Monday, 5th December, 1977.**

There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

COUNTY OF SOUTH GLAMORGAN

SOCIAL SERVICES DEPARTMENT

2 TEACHERS (Male/Female)

Burnham Scale 1

required at Bryn y Don School in Dinas Powis situated some six miles south of Cardiff. This is a community school which receives disturbed, difficult and delinquent boys in the younger age range from the whole of the Welsh Region. The school is endowed with good recreational facilities. Staff are expected to be committed to the task of caring for deprived youngsters and require energy, enthusiasm and stamina. Salary: Burnham Scale 1 £2,253-£3,744 plus Phase 1 and Phase 2 Awards plus £684 p.a. (C.S.A.) plus extraneous duty allowance of £879 p.a. for a minimum of 15 hours extraneous duty per week. There will be eight weeks' annual leave. Accommodation is not available for either post.

REF. 740. To share the teaching of the remedial class. Candidates should be experienced in remedial teaching techniques, and preferably hold an Advanced Diploma.

REF. 741. To teach the basic subjects to a class of retarded boys. An interest in art and craft would be invaluable.

Application forms, returnable by 30th November, 1977, available from the Personnel Officer, 8th Floor, County Headquarters, Newport Road, Cardiff (Tel. 0222 499022, Ext. 3411/2). Interested candidates may telephone the Headmaster, Mr. Derek Brushett, Dinas Powis 513182.

ENGLISH LANGUAGE TEACHING

The British Council

Overseas Career Service

The British Council, which has a responsibility for Britain's cultural and educational relations overseas, will have some vacancies in 1978. Staff can expect to work overseas for much of their careers in some of the 80 countries where the Council is represented.

Staff joining the Overseas Career Service bring with them a wide variety of skills and experience and appointments are made with a view to eventual transfer to non-specialist managerial posts; promotion is on merit. The Council has a continuing need for a proportion of new staff with qualifications and experience in ELT, as well as in the other specialist subjects of interest to the Council: science, engineering and librarianship for example.

We should like to hear from you if you have not less than two years experience in ELT, preferably overseas, and possess a relevant postgraduate qualification. Fluent French or knowledge of a hard language, Arabic for example, will be advantageous, but an essential requirement is the personal and managerial qualities which overseas representation demands.

Recently, most successful candidates for the Overseas Career Service have been between 25 and 32 years of age; older candidates, up to 40, will be considered if their experience is particularly relevant.

The initial salary is in the region of £4,900, possibly higher for particularly well-qualified candidates, and terms and conditions of service are in line with those of comparable organisations in the public sector: free accommodation and overseas allowances, including children's education allowances are provided while overseas.

For further details and an application form, please write or telephone quoting (C1) to Staff Recruitment Department, the British Council, 65 Davies Street, London W1Y 2AA, telephone 01-499 8011, ext. 3041.

Youth and Community Service

AVON COUNTY
SOUTHMEAD YOUTH CENTRE, FULL-TIME YOUTH WORKERS
This club, situated in pressure housing area in North-West Bristol, has a team of part-time staff and an active programme which the Youth Worker will be expected to direct. Experience in youth work essential.

Salary scale JNC Range 3 (Law [illegible] £2,772-£3,261) Ref. No. [illegible]

BROOMHILL YOUTH CENTRE
Brislington, Bristol
To lead a team of part-time staff and develop the existing programme.

Salary scale JNC Scale 2 £2,712-£3,657 Ref. No. [illegible]

Both posts: Applicants should have either completed a teaching course for Youth Leaders or hold a teaching qualification or a University Degree or Diploma in Social Sciences.

Assistance with removal expenses available, where appropriate.

*Plus £312 per annum Supplement and Phase II pay award.

Further details and application form returnable by 2nd December, from Director of Personnel (Tel. Bristol 290655), P.O. Box 11, Avon House, The Haymarket, Bristol BS99 7DE.

Please quote Ref. No. as above.

BUCKINGHAMSHIRE
EDUCATION DEPARTMENT
Full-time WARDEN
BOURNE END COMMUNITY CENTRE
The person appointed, whilst having organisational responsibilities for the home sectional groups, will be expected to devote the major portion of his/her time to development work in the field of Youth and Community involvement.

Salary on JNC Scale 2 (£3,150 per annum to £4,020 per annum) for qualified candidates. Removal expenses of up to £150 payable in approved cases.

Application forms and further details from Chief Education Officer, County Hall, Aylesbury, HP20 1UZ, on receipt of a stamped addressed envelope. Completed applications to be returned within 17 days of this advertisement.

HERTFORDSHIRE
NORTH HERTS AND STEVENAGE YOUTH AND COMMUNITY SERVICES
Stevenage
YOUTH AND COMMUNITY WORKER
BOWES LYON HOUSE
We are seeking a suitably qualified and experienced person with the ability to make a significant contribution to the development of the work of Bowes Lyon House, a large purpose-built Youth and Community Centre in the New Town of Stevenage.

Salary and conditions of service in accordance with the latest J.N.C. Report. Range 3 A £3,945 to £4,389 per annum.

Further details and application form (to be returned by 9th December) from the Head of Department of Youth and Community Work, Stevenage College, Monkswood Way, Stevenage, Herts.

LANCASHIRE
EDUCATION COMMITTEE
YOUTH SERVICE

YOUTH AND COMMUNITY WORKER
J.N.C. Scale 2—£3,156 to £4,020

Forms/further details from/returnable to: The District Education Officer, Education Offices, Town Hall, Rawtenstall, Rossendale.

Closing date 28th November, 1977

As soon as possible.

LEEDS
CITY COUNCIL
DEPARTMENT OF EDUCATION

COMMUNITY EDUCATION

Scale Post

HEAD of CENTRE (Youth)

Salary Equivalent to Burnham F.E. Lecturer II

Applications for this appointment are invited from persons with appropriate qualifications and experience in work with young people. The duties of the post will include the supervision, and, where possible, the development of the Authority's Youth Service provision in the "Inner City" area of the Western District of Leeds (Armley, Wortley and Farnley), together with liaison and cooperation with voluntary youth organizations.

Application forms, which should be returned within 14 days of the appearance of this advertisement, and further details, are obtainable from the Director of Education (F.E./C. 101), Department of Education, Great George Street, Leeds LS1 3AE.

LONDON
INNER LONDON EDUCATION AUTHORITY

BRUNSWICK BOYS CLUB
Fulham, S.W.6

THIRD FULL-TIME YOUTH WORKER

To join an established team of two full-time Youth Workers and 40 voluntary and part-time paid leaders in a flourishing activity-orientated boys' club in the Borough of Hammersmith. The Club has recently completed its third building extension and is now a well equipped modern centre catering for 300 plus membership of boys 11-21.

The successful applicant for this new post will maintain and expand a complex programme of activities, as well as take a share of the day to day responsibilities of the efficient running of the Club. An enthusiastic worker is sought who has a good knowledge of boys' activities and would welcome the opportunity of working in a well established organisation with an established team. A modern purpose-built flat is available for rent to the successful applicant. This would be provided by the Trustees. The appointment will be to the service of the Authority with secondment to the Club. Salary and conditions in accordance with the JNC Report. Qualified salary Scale 2: £2,712 to £3,657 plus £444-£484 supplement and £102 London Allowance. Assistance may be given towards household removal expenses.

Details and application forms returnable by 2 December, 1977, from the Education Officer (CLC4), The County Hall, London, SE1 7PB (S.A.E. foolscap).

LONDON
COMMUNITY SPORTS LEADERS
Inter-Action will be sponsoring 20 currently unemployed P.E. teachers or instructors on London outdoor sports sites under the government [illegible] programme.

Salary scale £2,500 to £2,900 per annum.

Telephone or write for further details to Alan Sefton 01-485 0881, Inter-Action Centre, 15 Wilkin St., N.W.5.

MERSEYSIDE
YOUTH ASSOCIATION
Due to retirement the CHIEF EXECUTIVE post at the Merseyside Youth Association will become vacant in March, 1978. Qualifications and wide experience in youth/community work essential, coupled with the administrative ability to coordinate the work of the staff and the activities of the association and its various departments, i.e. three residential centres, sports centre, extensive playing fields, developing arts centre and a detached youth work team.

Salary: Soulbury Youth Service officers' Scale Senior Range, £5,406 to £6,057 plus £312 per annum plus Phase II pay award.

Please find M.Y.A., 88 Shell Road, Liverpool L6 3AT. Telephone: 051-263 0757 for full particulars. Application forms must be returned by Friday, 25th November, 1977.

Previous applicants will be considered and need not reapply.

NEW FACES, NEW IDEAS

These are the requirements of our rapidly progressing Youth Campaign. If you have organising ability, enjoy working with young people and hold a full driving licence there could be a fascinating career for you with one of the world's leading charitable organisations working for the elderly. The work involves meeting people, talking to teachers and pupils and organising fund raising events. After full training you would have an opportunity of taking increasing responsibility for an area, and within clearly defined objectives you plan our own efforts. We have vacancies in all parts of the country, particularly the North East, Merseyside, Yorkshire, Bristol and London. Ideally, applicants should be prepared to commence on January 3, 1978.

Please apply with full personal and professional details to Frank Baker, Room 101, Help the Aged, 150 Oxford Street, London W.1, quoting reference [illegible].

NORTHAMPTONSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
YOUTH AND COMMUNITY SERVICE
Appointment of SENIOR YOUTH and COMMUNITY WORKER
CORBY YOUTH AND COMMUNITY CENTRE.
Applications are invited from qualified YOUTH and COMMUNITY WORKERS or TEACHERS with Youth and Community Work experience for this post. The person appointed will be based at Corby Youth and Community Centre where there are purpose-built Youth and Community facilities including a sports hall and will have responsibility for the social education of young people and the development of the Community in the northern part of Corby.

Salary payable will be in accordance with the Joint Negotiating Committee Scale for Youth Leaders Range 3, £3,771 to £4,448 per annum plus 1976 pay supplement of £312 per annum plus 1977 pay supplement of £183 to £197 per annum, starting point according to experience.

Forms of application and further particulars may be obtained from the undersigned to whom completed applications should be returned within 14 days of the appearance of this advertisement.

M. J. Henley, County Education Officer, Youth and Community Section, Floor 3, Northampton House, Northampton.

SUSSEX
YOUNG MEN'S CHRISTIAN ASSOCIATION
Hastings
GROUP WORKER, J.N.C. 3.
One of our existing posts has been redesignated in order that our work with young people can become more effective. We require a Christian person with skills both in "working with groups" and in "group work" as a particular technique and method of work. The worker will take responsibility for specified groups, ensuring a [illegible] system of monitoring [illegible]. This post has exciting possibilities for the right person, working as a member of a team, with support and supervision available.

For an informal chat ring Stewart Page or Glen Smith [illegible] on 0424 420077. [illegible] information and application, write: General Sec., Y.M.C.A., St. Pauls [illegible], Hastings, East Sussex.

County of Cleveland

EDUCATION DEPARTMENT

Full Time Assistant Warden

£3,175-£4,041 (includes supplements)

Required at Whinney Banks Youth & Community Centre, Middlesbrough

Applications are invited from suitably qualified persons for the above-mentioned post. The successful applicant will be responsible for the management and oversight of the Youth Section at the Centre.

Youth Tutor

£3,831-£5,418 (including supplements)

Required at Egglescliffe Comprehensive School

Applications are invited for the above-mentioned post from persons having teaching qualifications and Youth Service experience. The post will carry a teaching commitment of approximately two sessions per week.

Application forms for the above posts and further details are obtainable from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, to whom they should be returned by 2nd December, 1977.

(a) HEAD OF COMMUNITY ACTIVITIES, HARTFIELD SCHOOL/FOX HOLLIES FORUM

Burnham Primary and Secondary scale 3: £3,357-£4,917 plus £312 and the 1977 salary supplement.

The successful applicant will be appointed to the staff of Hartfield School and will be responsible for the organisation, supervision and development of the programme of youth and community activities at the nearby Fox Hollies Forum in conjunction with assisting the Headteacher to stimulate and support school involvement in educational, social and recreational activities of the local community.

(b) DEPUTY WARDEN/YOUTH AND COMMUNITY WORKER, 610 COMMUNITY CENTRE

J.N.C. 3a: £3,428-£3,888 plus £312 and the 1977 salary supplement.

In deputising for the Warden as required, the person appointed would have special responsibility for work with young people in this large Centre which provides a variety of youth and community activities for residents of the Kingstanding area of the City. Rented accommodation is available.

Application forms and further details may be obtained from: The Chief Education Officer, City of Birmingham Education Department, Adult Education, Youth and Community Division, Margaret Street, Birmingham B3 3BU, quoting reference AEYC/SJW to whom completed forms should be returned no later than Monday, 5th December, 1977. There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

OVERSEAS DEVELOPMENT

KNOW-HOW: vital to developing countries

Turkey

Experts

a. Food Processing and Engineering

b. Quality Control

To teach all aspects and unit operations of Food Processing and Quality Control and train local counterparts. Applicants should have appropriate professional qualifications and teaching and research experience in food processing; teaching experience in microbiology and applied food hygiene. Appointment 2 years. Salaries in accordance with qualifications and experience plus tax free overseas allowance in range £985-£2,770 p.a. Superannuation rights safeguarded

The post is wholly financed by the British Government under Britain's programme of aid to the developing countries. In addition to basic salary and overseas allowances other benefits normally include paid leave, free family passages, children's education allowances and holiday visits, free accommodation and medical attention. Applicants should be citizens of the United Kingdom. For full details and application forms please apply, quoting ref 317, stating post concerned, and giving details of age, qualifications and experience to:—

Appointments Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Eland House,
Stag Place, London SW1E 5DH.

ODM

HELPING NATIONS HELP THEMSELVES

Overseas Appointments

BOTSWANA

EXCEPTIONAL OPPORTUNITIES IN BOTSWANA

Maru a Pula is a multiracial, co-educational boarding day school founded in 1972 situated in Gaborone—the capital of Botswana. The school currently has 250 pupils and is the only one in Botswana teaching to "A" level standard. It is a unique experiment taking place in a rapidly developing country committed to a policy of non-racialism. The staff and students practise self-help on the domestic side while social service to the local community is an integral part of the school programme. The staff therefore combine professional competence with a strong sense of vocation. Current vacancies are in

MATHEMATICS — a male TEACHER is required in May, 1978 to teach mathematics at all levels up to "A" level. Applicants must have an Honours degree and not less than 3 years' teaching experience.

ENGLISH and GEOGRAPHY —an ASSISTANT TEACHER, unmarried, is required in January, 1978 (or at latest May) to teach up to "A" level in at least one of the two subjects and to "O" level in the other. Applicants must have an Honours degree and not less than 3 years' teaching experience.

Benefits of these positions include free passages to Botswana, accommodation at nominal rent plus free board, contributory medical aid and superannuation schemes.

Please apply with full details of qualifications and experience to Stanley Wellman, The Maru a Pula Trust, 40 Holborn Viaduct, London EC1P 1AJ.

PAKISTAN

KARACHI GRAMMAR SCHOOL
(Founded 1847)

This co-educational, English-medium, day-school of some 1,500 pupils has a large "Sixth Form" preparing pupils for the Cambridge Overseas G.C.E. at "O" and "A" levels, and a high entry rate to English and American Universities. It requires for September, 1978 (or June, 1978, if possible) well-qualified and experienced MASTER to teach CHEMISTRY to "A" and University Scholarship level. The post is suitable for a bachelor or a married couple, for whom the school would provide rent-free accommodation with free light and gas in a 2/3 bedroom flat in the school compound.

The contract would be initially for two years; one month's paid leave is given for each completed year of service and there is a Provident Fund. An interest-free loan for the purchase of a car is made. Actual costs of transportation to and from the school for the person appointed and his effects are paid in rupees on arrival. The emoluments, though not comparable with some obtainable elsewhere, are high by local standards and are tax-free for the first two years. A suitable proportion of salary is repatriable in sterling monthly, as are Savings and Provident Fund, etc., at the end of the tour.

This post offers a challenging experience for an energetic master who would like a change of environment and overseas experience. The appointment of Head of Science may be available for a Master of sufficient experience.

Those interested are asked to apply at once by Airmail with full details of experience and qualifications. Details of the emoluments offered, which will be based on this data, will be forwarded by return: Principal, Karachi Grammar School, 94 Depot Lines, Karachi-3, Pakistan.

TEACHERS OF ENGLISH

to adults are required from 1 January (and from later dates) for Inlingua Schools of Languages in Germany, Spain and Italy. No previous TEFL experience is required and qualified teachers are preferred, although graduates are also eligible.

Free training courses are held regularly in London.

For further details please write, (a) very briefly, (b) stating whether qualified teacher or not, (c) also stating when available for a position, (d) enclosing a 1st or 2nd class stamp (International Reply Coupon or foreign stamp if abroad) but NOT a stamped addressed envelope, please, to: Inlingua Teacher Service, Department TES 16, P.O. Box 82, Canterbury CT1 1BZ.

FRANCE

Anglo-French children's centre seeks ACADEMIC DIRECTOR for English children attending residential Summer School in France, Easter to June 1978.

Applicants should be bilingual, have administrative experience, and an ability to interpret the French Way of Life sympathetically to young British teenagers.

Preference will be given to active candidates, who have lived in France.

Free board and lodging available. Family welcome.

For further details write Box TES 3081, The Times WC1X 8EZ, enclosing telephone number, curriculum vitae and names of two referees.

JAPAN

English Teaching in Japan

Two TEACHERS are required for residential posts in a beautiful and historical part of Japan. Mostly small teaching groups or individual teaching. Modern, well equipped staff accommodation suitable for ladies. Well-spoken colleagues sought who would exemplify English speech and culture. Excellent character references essential.

Salary Y1,250,000 (net Y843,960) per annum with all taxes, insurance, etc., paid. Interviews in London.

Detailed applications by airmail with two recent photographs to: The Director, The English Centre, 86 Shin Matsubara, Chofu, Shimonoseki, 744 Japan.

ITALY

ST. GEORGE'S ENGLISH SCHOOL
Via Cassia KM 16, Roma 00123
Vacancies January 1978
Primary department approximately 200 children
MUSIC TEACHER British Primary trained. Specialist to be responsible for Music throughout the Primary dept., minimum 5 years experience.
CLASS TEACHERS British Primary trained teachers. Minimum 3 years experience.

Apply in writing to the Headmaster with full curriculum vitae and names, addresses and telephone numbers of two referees. Further testimonial may be included. Closing date for applications 5 December 1.

KERMAN—IRAN

TECHNICAL TEACHER TRAINING COLLEGE
ENGLISH TEACHERS
LECTURERS RESEARCH WORKERS in EDUCATIONAL SCIENCE, ELECTRICAL, MECHANICAL, CIVIL ENGINEERING.

Applicants must be graduates, English mother tongue. Working couples preferred. Salaries £3,250 to £5,600 net p.a. Free accom. or allowance of £1,500 (couples). All meals provided £40 monthly. Air passage paid.

Application forms from: Miss Secretan, 89 Ledbury Road, London W11.

MALAWI

Key Posts to "O" level in church secondary boarding schools for experienced qualified GRADUATES of ENGLISH. Salaries supplemented by British Government.

Teachers wishing to apply Christian principles in life and work send brief curriculum vitae and stamp for further details to: Christians Abroad, 15 Tufton St., London, S.W.1.

AFRICA

TEACHERS (all subjects) urgently needed in Catholic missions schools throughout Africa. We require practising Christians who can express their commitment through dedicated service for this challenging worthwhile work. Volunteer terms.

Please send postage for reply, VMM, 1 Victoria Rd., London NW7 4SA.

POLAND

Wanted for December 15, or January at latest, qualified and experienced upper primary (5th Grade) TEACHER for American School of Warsaw, Poland.

Send complete resumes and particulars immediately to Ct.IS, 19 Claremont Road, Surbiton, Surrey, or telephone 01-390 0077. London interviews to be arranged November 26-27.

VOLUNTARY SERVICE OVERSEAS

Required for September, 1978: TEACHERS of ENGLISH, MATHEMATICS, SCIENCE and DOMESTIC SCIENCE.

See advertisement under relevant sections.

Administration

Local Education Authority

AVON COUNTY
EDUCATION DEPARTMENT
CAREERS SERVICE
SPECIALIST CAREERS OFFICER
(Handicapped Young People)

Applicants should be suitably qualified and experienced.

Salary scale: SO1 £4,293 to £4,548 plus £312 per annum Supplement and Phase II pay award.

Previous experience of work with handicapped young people an advantage.

Further details and application form, returnable by 2nd December, from Director of Personnel (Tel.: Bristol 290655), Avon House, The Haymarket, Bristol. BS99 7DE.

Please quote ref. no.: EDU 01205.

BUCKINGHAMSHIRE
EDUCATION DEPARTMENT
CAREERS OFFICERS
Salary: AP3/4 (£3,234 to £4,014 per annum plus Phase II supplement) AP4 after 2 years of qualified service
To join divisional teams, one based at High Wycombe and the other at Aylesbury. Wide range of advisory work.

Essential car user allowance. Removal allowance of up to £150 payable in approved cases.

Further particulars and application forms from Chief Education Officer, County Hall, Aylesbury, Bucks. HP20 1UZ, on receipt of a stamped addressed envelope. Completed applications to be returned within 17 days of this advertisement.

DEVON

Temporary post of CAREERS OFFICER (Employment). AP3/4. Salary £3,348-£4,214 including supplements.

Main duty will be to keep in touch with, advise and assist young people on the various government measures to alleviate unemployment, other duties will be to supplement the work of the careers service with unemployed young people.

The post-holder will be based at Plymouth and work mainly in the West Area of the County.

Applications are invited from qualified and experienced Careers Officers or those with experience of industry or commerce and working with young people. Current driving licence essential.

The post is financed by a government grant and will last until the termination of the grant, at present until 31st March, 1979.

Removal and other expenses up to £650 plus VAT may be paid in appropriate cases.

Further details and application form from the Chief Education Officer, County Hall, Topsham Road, Exeter EX2 4QG, to whom it should be returned by Friday, 2nd December, 1977.

DURHAM
COUNTY COUNCIL
AREA ORGANIZER OF SCHOOL MEALS

Annual salary £3,957, rising by annual increments to £4,848, plus £312 supplement and 5 per cent increase, subject to a maximum of £208 per annum. Training in home economics or institutional management essential. Candidates should have experience in large scale catering, possess a sound knowledge of dietetics and hold a recognized qualification, such as the H.C.I.M.A. Final Certificate or an H.N.D. in catering or equivalent qualifications.

Car allowance payable.

Conditions of appointment and application forms, returnable by December 9, 1977, may be obtained from Director of Education, School Meals Service, P.O. Box, County Hall, Durham DH1 5UJ, on receipt of a stamped addressed envelope.

LONDON BOROUGH OF BARNET

Education Department

FULL TIME YOUTH & COMMUNITY WORKER

Salary JNC Scale 3(b): £3,834 rising by annual increments to £4,305 inclusive plus £312 Supplement Payment plus Phase II Earnings Supplement per annum. Applications are invited from suitably qualified Youth and Community Workers and Teachers for the full-time post at **Canada Villa Youth Centre.** This is a purpose-built Statutory Youth and Community Centre in the Mill Hill area. It is modern, attractively designed and well-furnished with a fully equipped stage.

Separation allowance and 100% of removal expenses can be paid and temporary housing accommodation, may be available.

Further details and application form from the Director of Educational Services, Town Hall, Friern Barnet, London N11 3DL, returnable as soon as possible. Ref. ADM/E/189.

SECRETARY/ ADMINISTRATIVE ASSISTANT

PARIS

c. £3,600 FREE of UK TAX

The American Institute for Foreign Study requires a young graduate to act as Secretary/Administrative Assistant to the Director of its programme for American students studying at the University of Paris—Sorbonne. Candidates should be fluent in French and English, have lived in France for at least a year, have some experience of counselling students, and good typing skills.

The appointment will commence December 1st if possible, or January 1st, 1978, at the latest. Salary in the region of £3,600. No U.K. tax applicable.

Applications with c.v. should be addressed to: James Gillis, Director of Programmes, AIFS, 37 Queen's Gate, London SW7 5HR, from whom further details are also available.

OVERSEAS TEACHING POSTS

TEACHER OF ENGLISH *(CYPRUS)*

Foreign Language Institute and Pedagogical Institute, Limassol

To teach English, Elementary to Advanced levels including some teacher training. Degree, qualification in TEFL (minimum PGCE) and at least 5 years' experience (3 years' overseas) essential. Teacher training experience desirable. Candidates should have British nationality.

Salary: £4,589-£5,618 according to qualifications and experience.

Benefits: Overseas, children's and accommodation allowances; *medical benefits*; 2 year contract, renewable. 77 CO 167

LECTURER IN ENGLISH *(POLAND)*

Department of English, University of Gdansk

Required for January, 1978. Candidates, British nationals, should be graduates. MA in Theoretical or Applied Linguistics and 2 years' relevant experience also essential.

Salary: 6,150-6,900 zloties per month (point on scale according to experience and qualifications) tax free. This salary is non-convertible. In addition, a sterling subsidy of £933 p.a. will be paid to the Lecturer's UK bank account.

Benefits: free furnished accommodation; medical scheme; employer's portion of UK superannuation. 18 month contract initially, then renewable annually. 77 CU 100

REGIONAL ENGLISH LANGUAGE TEACHING ADVISER *(YEMEN)*

Ministry of Education, Taiz

Responsibility for developing and inspecting ELT throughout the region. Candidates, men only, must have a British educational background, a postgraduate TEFL qualification and 5 years' teaching experience including secondary level or below.

Salary: £5,210-£7,054 p.a. plus 10 per cent Inducement Allowance.

Benefits: free furnished accommodation; overseas and children's allowances; medical benefit; employer's share of superannuation contribution; 2 year contract, renewable. 77 AE 18

ASSISTANT DIRECTOR OF STUDIES (ELT) *(AFGHANISTAN)*

British Council Centre, Kabul

Administrative, teaching and in-service training duties.

Candidates, with British educational background, must have postgraduate TEFL qualification. Newly qualified candidates considered.

Salary: £4,589-£5,618 p.a.

Benefits: Free furnished accommodation; overseas and children's allowances; employer's portion of superannuation scheme. 2 year contract, renewable. 77 AO 169

TEACHER OF ENGLISH *(BRAZIL)*

Anglo-Brazilian Cultural Society, Sao Paulo

To teach EFL to Cambridge Diploma level. Single graduates with TEFL qualification and 2 years' overseas experience.

Salary: £6,156-£7,824 p.a. (currently being revised).

Benefits: annual bonus £600; installation grant £110; employer's portion of superannuation; medical scheme; 2-year contract, renewable. 77 PO 168

PRINCIPAL LECTURER/HEAD OF ENGLISH DEPARTMENT *(BAHRAIN)*

Gulf Technical College, Isa Town

Responsible for all courses in the Department and for promoting its development. Teaching, supervisory and administrative duties.

Candidates, men only, preferably over 40 years of age, must have British educational background and postgraduate TEFL qualification. Experience should include department headship in College of Technology or equivalent.

Salary: In excess of holder's present salary, not less than £9,978 p.a.

Benefits: Free furnished accommodation; overseas and children's allowances. 2 year contract with Ministry of Overseas Development 77 AS 99

SENIOR LECTURER AND LECTURER IN LIBRARIANSHIP INFORMATION SCIENCE *(JORDAN)*

University of Jordan Department of Librarianship

To teach a newly established postgraduate diploma course in library science. The Senior Lecturer will be Acting Head of Department. Required for January/February, 1978.

Qualifications: Senior Lecturer—PhD desirable. Experience in administration of a librarianship department. Lecturer—MA or equivalent and 2 years' teaching experience.

Salary: Senior Lecturer—£6,638-£8,350 p.a.
Lecturer—£5,210-£7,054 p.a.

Benefits: Free furnished accommodation; overseas and children's allowances. 1 year contract, renewable. 77 AU 154-5

TEACHERS OF ENGLISH *(IRAN)*

British Council Teaching Centres: Tabriz, Isfahan, possibly Meshed

To teach general English and/or ESP.

Degree or teaching certificate essential; 1 year qualification in TEFL (or RSA Certificate) and/or 8 years' experience (including ESP) desirable. Single candidates or married couples both eligible for appointment.

Salary: £3,732-£4,374 p.a.

Benefits: accommodation allowance; employer's portion of UK superannuation; 2 year contract, renewable. 77 HO 68-72

TEACHERS OF ENGLISH *(VENEZUELA)*

British Council Institutes, Maracaibo and Ciudad Guyana

5 posts at each Institute, tenable Spring 1978 (Maracaibo) and Summer 1978 (Ciudad Guyana). Degree or teaching certificate with minimum RSA TEFL qualification or good TEFL experience. Postgraduate TEFL qualification and 2 years' experience desirable. Single teachers or married teaching couples without children preferred.

Salary: £3,732-£5,618.

Benefits: Overseas and accommodation allowances; medical scheme; employer's portion of superannuation contribution; 2 year contract, renewable. 77 PO 170-179

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to The British Council (Appointments), 65 Davies Street, London. W1Y 2AA.

THE BRITISH COUNCIL

Museum of London

Applications are invited for the post of

ASSISTANT EDUCATION OFFICER

on the schools' side of the educational programme in a department of four. Candidates should have a university degree on equivalent qualification. Teaching experience is essential, particularly at primary level.

Salary on the scale of £3,061 to £5,542, including London Allowance, depending on qualifications and experience.

Further details and application forms from the Director, Museum of London, London Wall, London EC2Y 5HN. Telephone 01-600 3699. Applications must be returned by December 16, 1977.

HET NEDERLANDSE MINISTERIE VAN BUITENLANDSE ZAKEN

vraagt t.b.v. de Afdeling Vertalingen een

ENGELSTALIGE VERTALER

(mnl./vrl.)

Taak: vertalen in het Engels van hoofdzakelijk Nederlandse teksten over een grote verscheidenheid van onderwerpen.

Vereist: moedertaal Engels, universitaire of een hiermee *vergelijkbare (taal) opleiding, een goed gevoel voor nuanceringen (zowel in de moedertaal als in het Nederlands), grondige kennis van Nederland, zijn volk, geschiedenis en maatschappelijke structuur, een redelijke* leesvaardigheid in het Frans of Duits is noodzakelijk.

Standplaats: Leidschendam.

Salaris: afhankelijk van leeftijd en ervaring max. Hfl 4137,- per maand.

Schriftelijke sollicitaties onder vermelding van vac. nr. 7-3296/2570 (in linkerbovenhoek van brief en enveloppe), zenden aan de Rijks Psychologische Dienst, Prins Mauritslaan 1, 's-Gravenhage.

Bovengenoemd salaris is exclusief 8% vakantie-uitkering.

SULTANATE OF OMAN
MINISTRY OF DEFENCE
ENGINEERING DIVISION

Applications are invited for the following positions in the engineering division training school.

(A) INSTRUCTOR IN MECHANICAL ENGINEERING
The person appointed will teach hand fitting, and probably have had experience in the machine and welding shops. However, the main area of his expertise must be in motor vehicle engineering, both light (especially Land-Rovers) and heavy, and possibly of contractor's plant.

(B) INSTRUCTOR IN BUILDING CONSTRUCTION
It is essential that the appointee is skilled and experienced in plumbing and gas fitting, and a wide experience in the construction industry will be expected. A good knowledge of carpentry and joinery would be advantageous.

(C) INSTRUCTOR IN OFFICE PRACTICE AND STORES PROCEDURES
The person appointed will be responsible for the professional training of administrative and stores staff, particularly in the fields of elementary accountancy, wages procedures, filing and office machines, costing, invoicing and stores ordering.

(D) TEACHER OF ENGLISH
The person must have a thorough up to date knowledge of methods for teaching as a second, and as a foreign language, and experience in the operation of a language laboratory. A working knowledge of Arabic is desirable.

The salary
will commence at rial Omani 4,728 (equivalent to approx. £7,589 p.a. at current rates of exchange). This includes expatriate and ration allowances. All emoluments are paid free of local taxes and are fully remittable.

Gratuity
A gratuity of 20 per cent of basic salary plus ration allowance is payable on completion of contract.

Other benefits
The posts carry with them unaccompanied status, with the first three months being on a probationary period. Free, fully furnished, air-conditioned accommodation and electricity will be provided, as well as a free car. Two months' leave a year which may be taken as two separate leaves of one month each, with free air passage.

Interviews will take place in London during December, 1977. Applications, giving full details of qualifications and experience (please quote day-time telephone number) to:—

CHARLES KENDALL & PARTNERS LTD.
7 Albert Court, Prince Consort Road, London SW7.

Gwent County Council

Chief School Meals Organiser

Salary £5,250-£5,721 p.a. (Soulbury Principal Range points 19-22)
Plus Salary supplements of £312 and £208.56 p.a.

Applications are invited from persons who have wide experience in large scale catering (preferably including the School Meals Service) and who are suitably qualified (Degree, Diploma in appropriate discipline, I.M.A., H.C.I.M.A. by examination, H.N.D., etc.) for this the most senior post in the Authority's School Meals Service.

Application forms and further particulars are available from The Director of Education, Gwent County Council, County Hall, Croesyceiliog, Cwmbran, Gwent.

Closing date for applications—30th November, 1977.

LONDON BOROUGH OF BARNET
Education Department
Careers Service

Applications are invited from suitably qualified persons for the post of

CAREERS OFFICER

Salary depending upon training and experience.

Salary scale AP2/4: £2,814 rising by annual increments to £3,987 inclusive plus £312 Supplement Payment plus 5% Phase II Earnings Supplement per annum.

Further details and application form available from the *Director of Educational Services, Town Hall, Friern Barnet, London N11 3DL.* Ref: ADM/E/170. Closing Date: 2nd December, 1977.

WARWICKSHIRE COUNTY COUNCIL
EDUCATION DEPARTMENT

1. Senior Administrative Officer

(Primary and Special Branch), Post ED 32
S.O.1/2 (£4,239-£4,992 plus appropriate Phase I and II supplements).

2. Assistant Area Education Officer

Eastern Area, Post ED.39
S.O.1 (£4,239-£4,545 plus appropriate Phase I and II supplements)

These posts are suitable for young graduates with some years of successful teaching experience and will provide varied experience for those wishing to make a career in education administration.

Experience in primary schools will be an advantage for post ED.32 as duties include a variety of tasks associated with primary and special schools and related building programmes.

Application forms and further details from the County Education Officer, 22 Northgate Street, Warwick, CV34 4SR, telephone Warwick 43431, ext. 2260. Stamped addressed envelope please. Closing date for applications is 30th November, 1977.

LONDON BOROUGH OF ENFIELD

Assistant Education Officer

£6,211-£6,862

Required to take major responsibility in the field of Secondary Education under the direction of the Senior Education Officer (Schools). Applicants should be graduates with teaching and, preferably, some local education authority administrative experience.

Temporary housing (up to two years), 100% removal expenses (£400 max.) generous relocation costs and lodging allowance considered—where appointee needs to move. Essential user car allowance and assisted car purchase scheme.

Informal inquiries to 01-366 6565 Ext. 2118. An application form and further particulars are available, upon receipt of foolscap s.a.e., from the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield, EN1 3XQ. Closing date 2nd December 1977. Please quote reference OGD/789.

DORSET COUNTY COUNCIL
County Education Department

Principal Education Welfare Officer

Post ED. 96

This post carries responsibilities for the supervision and co-ordination of the work of the Education Welfare Service and advising on Education Welfare policy.

Candidates should be experienced Education Welfare Officers and should possess an appropriate qualification (e.g., Certificate of Qualification in Social Work).

Assistance may be given with legal and removal expenses. The salary will be within the grade SO1 £4,759 by increments to £5,085 (inclusive of supplements).

Further details and application forms (returnable by 30 November, 1977) from County Education Officer (RMH), County Hall, Dorchester DT1 1XJ. (Please quote post number.)

WIGAN COLLEGE OF TECHNOLOGY

CHIEF ADMINISTRATIVE OFFICER

Salary: PO1 (6-10) £5,406-£6,457+£312+July 1977 pay award

Applications are invited for this post which is responsible directly to the Principal for all administrative and allied functions in the college.

Persons must be well qualified and experienced, particularly in organising and controlling the work of others.

Application forms and further particulars from the Chief Personnel Officer (quoting Ref. W549), Civic Centre, Millgate, *Wigan*. Closing date: 2nd December, 1977.

Metropolitan Borough of WIGAN

MANAGER

AP2/3 £3,126-£3,789 per annum inclusive plus 5 per cent Supplement subject to a minimum of £130 p.a. and a maximum of £208 p.a.

YIEWSLEY AND WEST DRAYTON COMMUNITY ASSOCIATION

The successful candidate will be responsible for the day-to-day administrative, secretarial and supervisory services to the association through its executive committee. Varied tasks include the development of relationships with other community groups, supervision of financial transactions and stocks, research and advice on new activities to be promoted. Modern 3 bedroomed house available adjacent to the centre.

Application forms and further details from the Personnel Officer, quoting Ref. E/26/87X, Civic Centre, Uxbridge, Middlesex. Tel.: UXB50589. Closing date: 2 December, 1977.

LONDON BOROUGH OF HILLINGDON

WILTSHIRE COUNTY COUNCIL
Education Department

EDUCATION WELFARE OFFICER

Salary £2,529-£3,366 per annum + supplement of £312 per annum + further supplement of 5% with minimum of £10.86 per month and maximum of £17.38 per month.

This post is based in the Salisbury area. Starting salary for qualified officer £2,853 p.a., Bar at £3,009 for unqualified Officers. Assistance with removal and disturbance costs up to £500 subject to certain conditions. Assistance with lodgings up to £10 per week. Essential car user allowance payable. Full job description and application forms from the Chief Education Officer (Dept PS/RC), County Hall, Trowbridge, Wiltshire BA14 8JB, quoting reference NA 77.451.

Closing date: 2nd December, 1977.

ADMINISTRATION
Local Education Authority
continued

DURHAM
COUNTY COUNCIL
CAREERS SERVICE
CAREERS OFFICER
[illegible] based at Bishop Auckland. [illegible] Car user allowance payable. Candidates should possess the Diploma in Vocational Guidance [illegible] or should possess a qualification acceptable to the Authority and have previous professional experience in a Local Authority Careers Service.
Further details and application forms, returnable by December 2, 1977, from the Director of Education, [illegible], County Hall, Durham [illegible], on receipt of a stamped addressed foolscap envelope.

EAST SUSSEX
COUNTY COUNCIL
PROFESSIONAL ASSISTANT
[illegible] annual supplement.
This post offers an excellent career opportunity for a well-qualified young graduate, with teaching qualifications and experience, wishing to enter the Schools or Further Education branch of educational administration. Generous scheme of relocation grants for householders.
Application forms and details from Chief Education Officer [illegible], P.O. Box 4, Lewes, East Sussex.

ESSEX
CHELMER INSTITUTE OF HIGHER EDUCATION
SENIOR ADMINISTRATIVE OFFICER and DEPUTY to the SECRETARY of the Institute
The Chelmer Institute of Higher Education was formed in 1976 by the merger of the Mid-Essex Technical College in Chelmsford, and the Brentwood College of Education. It is now the centre for tertiary education in Essex. There are five faculties within the Institute: Business Studies, Construction, Education, Arts and Humanities, Social Sciences and Technology. There are over 300 full-time teaching staff and over 700 support staff in the Institute, the administration of the Institute being mainly centred in Chelmsford.
Applications are desired for the post of Senior Administrative Officer and Deputy to the Secretary of the Institute. The person appointed will have special responsibility for finance, and the residential part of the Anglian Regional Management Centre and Danbury Hall, the Institute Hall of Residence. Experience in further education as a local government officer will be a recommendation. The post is available immediately. Salary scale: SO2 [illegible] plus £312, plus £208.56 per annum.
Application forms and further details of the post from the Secretary, Chelmer Institute of Higher Education, Victoria Road South, Chelmsford CM1 1LL, to whom forms should be returned within 14 days from publication date of this advertisement. (Telephone Chelmsford 54491, ext. 221.)

Re-advertisement

Adviser for Special Services

Salary £6,969-£7,503, plus supplements

Applications are invited from men and women with successful teaching experience for appointment to the Authority's team of Advisers.

The person appointed will be expected to advise on children with special needs with emphasis on links between schools and support agencies, the Area Health Authority, Social Services and parents. *Further details and application form obtainable from the Chief Education Officer, County Hall, Topsham Road, Exeter, EX2 4QG, to whom it should be returned by Friday, 2nd December, 1977.*

DEVON

EAST ANGLIAN EXAMINATIONS BOARD
Appointment of

SECRETARY

Applications are invited for the post of Secretary to the Board, which falls vacant on the retirement of the present Secretary—Mr. Alan Johnson, M.Sc.

The Secretary is the Board's Chief Officer, and is responsible to its Council for the administration of all matters relating to the conduct of examinations for the Certificate of Secondary Education.

Date of appointment: 1st September, 1978.

Salary: £8,500 to £9,250.

In fixing the commencing salary, appropriate experience will be considered.

Further details may be obtained from the present Secretary.

Completed application forms to be returned not later than Monday, December 5, 1977, to:
DR. W. ROY, C.B.E., Chairman,
East Anglian Examinations Board,
The Lindens, Lexden Road, Colchester CO3 3RL

TECHNICIAN EDUCATION COUNCIL

Advisory Officer for

ART AND DESIGN

Applicants are invited for this challenging new post, which is being created following the Council's assumption of responsibility for national validation of vocational courses in Art and Design below degree level. The successful candidate will lead a team of staff being formed to undertake this major development. Applicants must have relevant knowledge and experience either as a designer or in education.

The salary scale is related to that for Grade IV Heads of Departments plus Central London allowance, plus Phase I and Phase II supplements (£7,650-£8,526 p.a.). Starting salary will depend on previous experience and qualifications. Further particulars of the appointment can be obtained from the Chief Officer, (ref AD) Technician Education Council, 76 Portland Place, London, W1N 4AA. *Closing date for applications: Thursday, 22nd December.*

NORTHAMPTONSHIRE
AREA HEALTH AUTHORITY
HEALTH EDUCATION OFFICER
[illegible] supplements
Applications are invited for the post of Health Education Officer in the well established Health Education Department in Northampton.
Applicants should have experience in relevant fields, such as teaching or health visiting. Possession of a diploma in Health Education would be an advantage.
Further information is available from [illegible], Area Health Education Officer, [illegible], Northampton [illegible].
Application forms from the Area Personnel Department, [illegible] Villa, Cliftonville, Northampton. Tel. Northampton [illegible].
Closing date 29th November, 1977.

ST. HELENS
EDUCATION COMMITTEE
CAREERS OFFICER
A.P. 3 [illegible] + Supplement
Applications are invited for the above post in the Authority's Careers Service. Applicants should possess a Degree, Diploma in Careers Guidance or equivalent qualifications and preferably have completed a course of professional training for the Careers Service.
Application forms and further particulars are available from the Director of Education, Education Department, Century House, St Helens WA10 1HN, to whom they should be returned by 2nd December, 1977.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
UNEMPLOYMENT SPECIALIST CAREERS OFFICER
A temporary post of CAREERS OFFICER to have special responsibility for unemployed young persons.
Salary AP 3/4 (£3,505 to £4,214 inclusive of supplements) according to qualifications, training and experience. Officers with relevant experience but unqualified may be considered.
The contract will last until 31st March, 1979, when it will be reviewed with the Authority having the option to give three months notice earlier if the Department of Employment grant-aid is withdrawn.
The experience gained whilst carrying out the duties of this post is not equivalent to that recommended by the Local Government Training Board as appropriate to the probationary year required for confirmation of the award of the Diploma in Careers Guidance.
Apply to Chief Education Officer (Admin.), Education Offices, Tipping Street, Stafford ST16 2DH.
Closing date: 30th November, 1977.

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
CAREERS OFFICER
(£2,859-£4,214)
Applicants for the above post should preferably hold the Diploma in Careers Guidance or an equivalent qualification. The starting salary which will be within the range AP1-3 ([illegible]) will be dependent upon qualifications and experience.
The successful applicant will be required to undertake the full range of Careers Officer's duties in a demanding and challenging area.
Application forms are obtainable from the Director of Education, at the address shown below, and should be returned by 2nd December, 1977.
L. A. Bloom, Chief Executive, Town Hall and Civic Centre, Sunderland, SR2 7DN.

TAYSIDE
HEALTH BOARD
HEALTH EDUCATION OFFICERS (2)
(new appointments)
Salary Scale 4 £4,038-£4,864 (including supplements)
An opportunity is offered to professional qualified individuals with education, health, or administrative backgrounds to enter the new and developing field of health education. Training at Leeds Polytechnic for one year on full salary may be possible for suitable applicants. Those appointed will operate from the Health Education Centre, 7 Dudhope Terrace, Dundee.
Application form and job description available from the Area Personnel Officer, Vernonholme, Riverside Drive, Dundee to whom completed application forms should be returned by 30th November, 1977.

General

EXETER
ST LOYE'S COLLEGE FOR TRAINING THE DISABLED FOR COMMERCE AND INDUSTRY
Required from January 1978 or as soon as possible thereafter
CAREERS SPECIALIST ASSISTANT TEACHER, FURTHER EDUCATION DEPARTMENT
Applicants should be qualified teachers with recent experience in the Careers Service. The appointee will be expected to maintain and develop existing links with sponsoring L.E.A.s throughout the country, and will be responsible for ensuring the appropriate placement of students not proceeding to vocational training. There will also be a part-time teaching commitment.
Salary: Burnham 1 plus S.S.A.
Applications, quoting two referees, to the Principal, from whom further details of the post may be obtained.

THE OPEN UNIVERSITY
FACULTY OF EDUCATIONAL STUDIES
RESEARCH ASSISTANT
Applications are invited for a post of Research Assistant, to work on one of two projects in the area of the Administration and Management of Education. A list of possible projects will be sent to all applicants.
Applicants should have some training in educational administration and be able to communicate knowledgeably and tactfully with senior members of the education profession.
Salary on the scale £2,904 to £4,[illegible] per annum, plus U.S.S. benefits.
Application forms and further particulars are available, by postcard request, please, from the Personnel Manager (RA3), The Open University, P.O. Box 75, Walton Hall, Milton Keynes MK7 6AL, or by telephone from Milton Keynes 63868. Closing date for applications: December 9, 1977.

THE OPEN UNIVERSITY
POST-EXPERIENCE UNIT
COURSE COORDINATOR/MANAGER
IN-SERVICE TRAINING OF TEACHERS COURSES
A Course Coordinator/Manager is required by the In-Service Training of Teachers section of the Post-Experience Courses Unit to assist course teams in maintaining and developing courses which form the Diploma in Reading Development. The postholder will be responsible for providing a wide range of administrative services to the course teams. He or she will be involved in the organization of working groups and committees, the setting up and administration of the diploma summer school and the general development of courses in this area.
Applicants should have experience in administration and preferably a good honours degree. Previous work in the field of education would be useful, but not essential.
This Course Coordinator/Manager post has hitherto been called Course Assistant. The University has not yet finally negotiated the salary scale or terms and conditions of service, but salary will not be less than the current Course Assistant scale (£2,693 to [illegible]) with superannuation benefits. The post is available from January 1, 1978, for a period of three years.
Application forms and further particulars are available, by postcard request, please, from the Personnel Manager [illegible], The Open University, P.O. Box 75, Walton Hall, Milton Keynes MK7 6AL, or by telephone from Milton Keynes 63868. Closing date for applications: December 1, 1977.

THE OPEN UNIVERSITY
REGIONAL DIRECTOR (LONDON)
Applications are invited for the post of Regional Director (London), the Open University's senior responsible officer for the London Region (which comprises the Greater London Area).
The person appointed will be concerned with the implementation in the London Region of all relevant aspects of the University's educational policy, including the recruitment and supervision of part-time tutors and counsellors (with the help of a corps of full-time staff tutors, senior counsellors and administrative staff). Cooperation with institutions of higher, adult and further education, and with local education authorities, is a vital part of the job.
According to the successful applicant's qualifications and experience, the salary to be offered will be at an appropriate point on the scale [illegible] per annum. The salaries of Regional Directors are reviewed annually by the Senior Staff Salaries Committee, and on reaching the top of their scale, further progression within the professorial range may be approved by the Committee.
Applications should be made by letter, accompanied by a curriculum vitae to the Personnel Manager [illegible], The Open University, P.O. Box 75, Walton Hall, Milton Keynes, MK7 6AL, from whom further particulars are available. Closing date for applications: 1st December, 1977.

WALES
Full-time TRAINING / DEVELOPMENT ADVISER required for Wales. Candidates must be suitably qualified members of the Guide Movement.
Starting salary £3,000 per annum plus agreed expenses.
For further details apply to the General Secretary, Guides Cymru, [illegible] City Road, Cardiff.

Child Care

BUCKINGHAMSHIRE
BEACONSFIELD-CHILTERN DIVISION
PRESTWOOD LODGE SCHOOL, Nairdwood Lane, Prestwood, Great Missenden, Bucks.
Full-time, non-resident SCHOOL SOCIAL WORKER wanted at this Family Boarding School for 40+ Senior Maladjusted Boys, to act as a liaison officer between school and families of pupils.
Salary, £2,811-£3,786 (Bar at £3,331) plus 5 per cent Phase 2 Supplement. Essential User car allowance.
Hours of duty are 37 per week divided between working in school and contacting families outside traditional working hours.
Application form and further details by sending foolscap s.a.e. to Headmaster.

HAMMERSMITH
(London Borough of)
SOCIAL SERVICES DEPARTMENT
28 The Grove, Isleworth
THERAPEUTIC UNIT FOR BOYS
SECOND TIER POST
(R.C.C.O. 4)
Salary of £2,607 to £3,096 plus salary supplements of £312 and 5 per cent per annum plus £180 per annum for appropriate qualification plus [illegible] per annum if non-resident or £183 resident. If resident £463 per annum deducted for board and lodging.
The Grove accommodates 11 emotionally disturbed adolescent boys. The approach is informal and non-authoritarian and the aim is to create a warm and caring environment. Full psychiatric and professional support is available.
We are looking for someone who has experience of work with disturbed adolescents, capable of taking charge in the absence of the Superintendent.
Also required:
(1) RESIDENTIAL SOCIAL WORKER, Grade 3, £2,364 to £2,655 plus allowances and supplements; and
(2) RESIDENTIAL SOCIAL WORKER, Grade 1, £1,971 to £2,520 plus allowances and supplements; for this post applicants with the personal qualities we seek will be considered even without previous experience or training.
Further information and application forms from Staff Section, Social Services, Old Town Hall, Fulham Broadway, SW6 1ET. For an informal talk, telephone [illegible] or David Blewett (01-560 0970).

CAREERS OFFICER

Loughton (Post No. CS.061)

A.P.3 (£2922-£3282 plus £180 p.a. outer fringe area allowance plus Phase I and II Supplements) for those who have completed a course of training for the Careers Service.

OR

A.P.2-3 (£2529-£3282 plus £180 p.a. outer fringe area allowance plus Phase I and II Supplements) for university graduates or those holding comparable qualifications.

Candidates should have the ability to tackle the problem of giving careers advice to a mixed ability group of young people. Experience in teaching, industry or commerce would be an advantage.

Application forms and further details from the County Education Officer (G), P.O. Box 47, Threadneedle House, Market Road, Chelmsford, CM1 1LD (Chelmsford 67222, ext. 2608). Closing date is two weeks from the appearance of this advertisement.

Essex County Council

HERTFORDSHIRE SOCIAL SERVICES

DANESBURY C.H.E., Warren Park Road, Hertford

HOUSEWARDEN: Salary Scale NJC Senior Grade £2,910-£4,269 inclusive (qualification bar at £3,694) + £216 per annum Housewarden Allowance.

ASSISTANT HOUSEWARDEN: Salary Scale NJC Grade 4 £2,916-£3,400 inclusive

RESIDENTIAL SOCIAL WORKER: Salary Scale either NJC Grade 3 £2,676-£3,165 or NJC Grade 2 £2,469-£3,003 inclusive

In addition to the salaries quoted above Phase II Supplement is also payable. £150 for an appropriate qualification is payable for the Assistant Housewarden and Residential Social Worker posts.

Applications are invited for the above posts. Danesbury is a community home with education on the premises, catering for 57 teenage boys and girls—boys up to 14 years on admission and girls over 14 years on admission, all of whom are in the care of Local Authorities and are suffering from some form of deprivation and/or display behaviour difficulties.

The Housewarden would be responsible for one of the three houses for 15 boys. The person appointed would have three full-time Residential Social Workers and some part-time help. The Housewarden has general direction of the house with a fair degree of autonomy and it is hoped that each house will develop its own character and strengths. A qualification in child care, social work or teaching would be desirable.

The Assistant Housewarden would work in the house for 12 girls which has a staff of a Housewarden, two Assistant Housewardens, three full-time Residential Social Workers and two full-time Night Residential Social Workers. The Assistant Housewarden shares the responsibility under the direction of the Housewarden.

The Residential Social Worker can work either in a boys' house or the girls' house. They help in all aspects of residential care with an involvement in case work, leisure time activities and attending to the material needs of the residents.

Both married and single accommodation is available.

Some sleeping-in duties will be required for which an additional payment of £2.01 per night will be made.

Further particulars and application forms may be obtained from The Principal, Mr. G. Gentry, at the above address or telephone Hertford 53614 for informal telephone enquiries.

Please quote reference B.67. Closing date: 5th December, 1977.

DEPARTMENT OF HEALTH AND SOCIAL SECURITY

ST CHARLES AND GLENTHORNE YOUTH TREATMENT CENTRES

Residential Social Workers
Teachers
Nurses
Occupational Therapists

There are a number of vacancies in the above disciplines for qualified men and women with imagination, initiative and preferably some experience of working with difficult young people to complete house teams at the St Charles YTC, Brentwood, and Glenthorne YTC, Erdington, Birmingham.

The Centres provide long-term care, education and treatment *for some of the most severely disturbed boys and girls between the ages of 12 and 19 in the care of* local authorities. There is a high staff/child ratio and *staff are expected to develop a high quality of care and* control of the young people based on personal relationships.

Successful candidates *will work under the supervision of a team leader and, supported by specialist consultant staff, will prepare and implement the treatment programmes for the young people.*

Salaries are in accordance with the following scales: in all cases a Youth Treatment Centre Allowance of £336 a year and pay supplements of £312 pa, and up to £208 pa in accordance with appropriate 'Stage II' settlement, are payable.

RESIDENTIAL CHILD CARE OFFICERS (Senior grade): £2,607-£3,957.

TEACHERS: £2,253-£3,744 (graduate and additional qualification additions payable where appropriate), plus an approved schools teachers' allowance and an extraneous duty allowance.

NURSES: £2,871-£3,717.

OCCUPATIONAL THERAPISTS (senior grade): £2,667-£3,390.

Single or married accommodation is available if required.

For background information and an application form (to be returned by 9 December) write to Mr I N Dean, Department of Health and Society Security, EP4 Division, Room 410 Ivybridge House, 1-5 Adam Street, London WC2N 6AB. If you require additional details about the work of the Centres, please contact either:

Mr S G T Edwards, The Director, St Charles Youth Treatment Centre, Weald Road, Brentwood, Essex (Tel No 0277 225684).

Or: Mr J. R. Wilkie, The Director, Glenthorne Youth Treatment Centre, Kingsbury Road, Erdington, Birmingham B24 (Tel No 021-382 6939 or 5909).

Educational Psychologists

LONDON, N.W.3
CHILD GUIDANCE TRAINING CENTRE

PSYCHOLOGIST (Principal Grade) Applicants must be suitably qualified in educational or clinical psychology, and have had extensive experience in all aspects of work with children at a senior level.

The Centre is a service and training establishment with special responsibility for the training of educational psychologists for work in child guidance and school psychological services.

The post will mainly involve the supervision of trainees in child guidance work. Duties will also involve contact with children, parents, schools and other agencies, as well as teaching and research in conjunction with other disciplines.

Applicants should have a special interest in one or more of the following areas: learning disability and remedial teaching, the severely subnormal, and behaviour modification.

It is possible that this full-time post may be divided into two half-time posts.

For further information contact Bernard Barnett Ph.D (Tel. 01-435 7111, ext. 4/11). Applications, including curriculum vitae and the names of two referees, to be sent to the Administrator, Child Guidance Training Centre, 120 Belsize Lane, London NW3 5BA. Closing date Friday, December 2, 1977.

Examiners

LONDON
THE UNIVERSITY
UNIVERSITY ENTRANCE AND SCHOOL EXAMINATIONS COUNCIL
GENERAL CERTIFICATE OF EDUCATION EXAMINATION

The Council invites applications for appointment as MODERATOR in COMPUTING ELEMENT in the G.C.E. examination with effect from 1 August, 1978.

Applicants should be graduates or hold appropriate qualifications and be between the ages of 30 and 65. Recent teaching and G.C.E. examining experience would be an advantage.

Application forms and particulars of remuneration, conditions of appointment and duties may be obtained from the Secretary to the University Entrance and School Examinations Council, University of London, 66-72 Gower Street, London WC1E 6EE, to whom completed form should be returned not later than 16 December, 1977.

Applicants should state post and enclose an addressed foolscap envelope.

THE ASSOCIATED EXAMINING BOARD
for the General Certificate of Education
Wellington House, Aldershot, Hampshire, GU11 1BQ

Applications are invited for appointment as ASSISTANT EXAMINER in ENGLISH LANGUAGE or LITERATURE at "O" level in the June, 1978, examinations.

Applicants should be graduates with a minimum of four years' teaching experience at this level. There may also be a limited number of vacancies at "A" level.

Application forms and further details are available from the Secretary (A1) at the Board's offices.

Ancillary Services

WANTED IMMEDIATELY Resident Mother's Help in Girls Small Independent School, Worthing area. Phone Rustington 5933.

Miscellaneous

LIVERPOOL POLYTECHNIC:
FACULTY OF ART & DESIGN
TECHNICIAN T1 (11-max)

Wood/Metal area of the Faculty Service Unit Art and Design. Applicants are expected to be qualified and experienced in the use of wood and metal though not necessarily to the same degree of proficiency in each. The person appointed will be required to offer assistance with student project work and be capable of extending their knowledge of materials for use in the design field. He/she will be expected to assist with general departmental work and to be responsible for the use and maintenance of machine and hand tools in the wood/metal areas. Experience in model making and/or precision wood/metal work will be considered useful.

Previous applicants will be considered—no reapplication is necessary.

Salary scale: £2,377-£2,839 plus £312 plus 5 per cent per annum.

Application forms and further particulars are available from the Personnel Office, Liverpool Polytechnic, Richmond House, 1 Rumford Place, Liverpool L3 9RH. Tel. 051-227 5081, Ext. 43.

Please quote reference LP 1/296/95.

Closing date is fourteen days from the appearance of this advertisement.

LIVERPOOL POLYTECHNIC:
FACULTY OF ART & DESIGN
PHOTOGRAPHIC TECHNICIAN T1 (11-max)
Department of Fine Art

Applicants must be qualified and experienced in photographic darkroom practice, especially in relation to the needs of Fine Art students following a B.A. Honours Degree course.

The person appointed will be required to assist with student projects and be responsible for the use and maintenance of darkrooms and equipment.

Salary scale: £2,377-£2,839 plus £312 plus 5 per cent per annum.

Application forms and further particulars are available from the Personnel Office, Liverpool Polytechnic, Richmond House, 1 Rumford Place, Liverpool, L3 9RH. Tel. 051-227 5081, Ext. 43.

Please quote reference LP 1/296/94.

Closing date is fourteen days from the appearance of this advertisement.

Cambridgeshire
Education Department

Educational Psychologist

A vacancy will exist from January, 1978, in the Peterborough Area of the County. Applicants should have an honours degree in Psychology, appropriate teaching experience and post-graduate training in Educational Psychology although applicants currently undergoing post-graduate training will be considered.

Salary: Soulbury range 6-22 (£3,900-£6,660) plus supplements according to age and experience.

Full details and application forms from the Chief Education Officer, Shire Hall, Castle Hill, Cambridge CB3 0AP. Closing date for applications is two weeks after publication.

CORNWALL
Education Department

EDUCATIONAL PSYCHOLOGIST

£4,713-£7,161 p.a. including supplements

Applicants for this post, centred at Liskeard in the East Cornwall Area, should have post graduate training in educational psychology. The commencing salary will be within the above Soulbury scale according to age, qualifications and experience. Assistance is available with removal and legal expenses together with payment of a lodging/disturbance allowance in approved cases.

Further details and an application form may be obtained from the Secretary for Education, County Hall, Truro, on receipt of a stamped addressed envelope.

Closing date for applications 28th November.

LONDON, W.12
THE HAMMERSMITH TEENAGE PROJECT
(N.A.C.R.O./L.B.H./I.L.E.A.)
TEACHER/COUNSELLOR — Burnham Scale 3

Required from April 1st, 1978, to work in the Hammersmith Teenage Project.

The Project is presently managed by N.A.C.R.O., but will become a Local Authority/I.L.E.A. joint Project from April 1st, 1978.

The post involves taking responsibility for the education programmes and for one of the three social work teams.

Previous experience of working with difficult and delinquent teenagers is essential. In addition to this the applicant will be expected to work with non-qualified staff which demands a flexible and understanding approach. This is not a 9-4 job!

Further details and application forms may be obtained from: Mike Whitlam, The Hammersmith Teenage Project, 58 Bulwer Street, London, W.12. 01-749 1847.

The closing date for applications is December 2nd, 1977.

HEREFORD AND WORCESTER
COUNTY COUNCIL
EDUCATION DEPARTMENT

Required for January, 1978, Two TEACHERS to join the County Instrumental Staff as TEACHERS of CELLO in the Authority's Primary/Middle/High Schools. These are full-time posts (Scale 1) and involve teaching in the Bromsgrove/Redditch/Kidderminster area of the County. Applications are invited from qualified teachers and those qualified by professional experience.

Further details of the posts, together with application forms, are available from the County Music Adviser, County Education Department, Castle Street, Worcester WR1 3AG, upon receipt of an S.A.E.

RESEARCH INTO THE HOUSING NEEDS OF BATTERED WOMEN

Three research workers needed for a two year project into the housing needs of battered women. The project is sponsored by National Women's Aid Federation and financed by the Department of the Environment and involves a nationwide study and in-depth studies.

One worker must have substantial research experience in comparable research. The project will be carried out collectively. All must have been involved in the Women's Liberation Movement preferably including Women's Aid. Office allocation to be decided. Salary £2,800 p.a. (under reassessment).

Further information and details from National Women's Aid Federation, 51 Chalcot Road, N.W.1.

Closing date end of November.

PETERBOROUGH
CITY COUNCIL
DEPARTMENT OF LEISURE & AMENITIES
ASSISTANT PLAYLEADER required for the Spinney Adventure Playground.

Salary Grade AP1/2 £2,127 to £2,655 plus Phase 1 Supplement of £312 and Phase 2 Supplement of 5 per cent.

To work in co-operation with the Senior Playleader and the Playground Committee to develop a wide range of children's play activities.

For further details and application form, telephone Peterborough 63141, Ext. 390.

Closing date for completed applications 9th December 1977.

D. J. Constant, Leisure & Amenities Officer, Town Hall, Peterborough, PE1 1HG.

DORSET
BOURNEMOUTH CENTRE FOR COMMUNITY ARTS
93 Haviland Road, Boscombe, Bournemouth

Required for April, 1978, or earlier if possible, two TEACHERS/PERFORMERS as members of the Drums-in-Education Team. Applicants should have at least one year's experience in full-time teaching.

The posts are Scale 1. Qualifications/experience in Art/Music an advantage.

Assistance with removal and legal expenses.

Further details and application from the Principal on receipt of S.A.E.

WANTED MARCH TO SEPTEMBER

Outdoor enthusiasts to help at our Adventure Centres in Wales and the Wye Valley. Teaching qualification a clear advantage to teach canoeing, sailing and pony trekking to novices.

Also vacancies for welfare workers, admin., site, and catering staff of all grades.

Pocket money, accommodation and all food provided.

Apply: Liz Lloyd, Personnel Officer, PGL Young Adventure Ltd. 811 Station St., Ross-on-Wye, Hereford. Tel.: 4211.

MATHEMATICS AUTHOR

An experienced mathematics teacher with a detailed knowledge of both traditional and modern maths is required by a Publisher of international repute to write a book, being one of a series to be sold widely in bookshops throughout the U.K.

The author should have extensive teaching and examining experience at "O" level and preferably based on JMB or London University syllabuses.

Please write with appropriate details to Walter Oliver Esq., Publishing Manager, Charles Letts & Co. Ltd., Diary House, Borough Road, London S.E.1.

HELP US CREATE JOBS!
VOLUNTEERS invited for practical work to join evangelical Christian team in E.F.L. study centre. Board and lodging provided. Could lead to permanent jobs in teaching or support ministry, etc. Help needed with decorating, maintenance, domestic work, book-keeping, etc.
WHITBY INTERNATIONAL CENTRE
5 Chubb Hill, Whitby,
North Yorkshire YO21 1JU
Tel. Whitby (0947) 3933

ENGLISH AS A FOREIGN LANGUAGE

Representation, free-lance basis, world-wide, sought by Government approved London-based ENGLISH LANGUAGE SCHOOL. Groups or individuals earn a commission of 15 per cent on published fees.

Please write in confidence. Write Box TES 2940, The Times WC1X 8EZ.

MARKETING MANAGER

Required by expanding language course organisation based in Oxford. Experience of educational promotion in continental Europe essential.

Salary negotiable, linked to experience.

Curriculum vitae in confidence to The Director, O.I.S.E., Ltd., 13-15 High Street, Oxford.

WORLD DEVELOPMENT EDUCATION

ASSISTANT needed to run national programme from now until December, 1978. Some sec. skills and admin. ability required.

Terms and conditions negotiable. Enquiries to the Director, One World Week, P.O. Box 1, SW9 8BH. Tel. 01-735 5500.

CHEF DE CENTRE

required in the Croydon area by well established French Organization to arrange educational and cultural programmes for Easter and the Summer. Organization abilities and car essential.—Write Box 3080 TES, The Times, WC1X 8EZ.

INTERESTING Managerial post available to person of early middle years with experience in education. Considerable knowledge necessary of most aspects of spiritual esoteric fields. Write only with c.v. to College of Psychic Studies, 16 Queensberry Place, London, SW7 2EB (founded 1884).

Outdoor Education

CUMBRIA
EDUCATION COMMITTEE
Required from January, 1978, to cover maternity leave of present post holder, a temporary full-time OUTDOOR ACTIVITIES TEACHER to be based either at Fellside Residential Centre, Caldbeck or Hawse End Residential Centre, Keswick. The duties of the post are mainly concerned with the supervision of girls.

Salary Scale 2.

Application forms and further particulars from the Director of Education, 5 Portland Square, Carlisle CA1 1PU, to whom completed forms should be returned by 30th November, 1977.

GLOUCESTER SKI CENTRE

England's largest artificial ski slope is looking for a third instructor to help run this now important slope. Willingness to work irregular hours with a close, small team essential. Salary by negotiation.

Please reply in the first instance to: The Manager, Gloucester Ski Centre, Matson Lane, Gloucester.

LAKELAND TRAINING GROUP

Outdoor Education Courses all year round and Adventure Holidays, July-mid-September, for individuals and groups in the Lake District. A free leader for 15 places booked.

Details from Lakeland Training Group (TES), Hill, Cartmel, Grange-over-Sands, Cumbria LA11 7SS. Cartmel (044854) 437.

SCOTTISH FIELD STUDIES ASSOCIATION LTD.

Applications are invited for the post of
FIELD ASSISTANT
at
KINDROGAN FIELD CENTRE
Perthshire.

A degree in Geography or a related discipline is essential, teaching experience and administrative ability would be an advantage. Salary £1,944 to £2,112, with full board and accommodation.

Applications with the names and addresses of two referees should be submitted to Professor J. Smythe, Paisley College of Technology, 67 High Street, Paisley, not later than 9th December, 1977. Further details supplied on request.

English as a Foreign Language

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
IN-COMPANY LANGUAGE TRAINING
WEST YORKSHIRE LANGUAGE LINK (CALDERDALE)

Applications are invited for the post of LECTURER I with the Calderdale Unit of the West Yorkshire Language Link, an organization set up to carry out in-company language training for non-English speaking workers.

The person appointed, who would become a member of a team consisting of three full-time lecturers and four part-time teachers, should possess qualifications and/or real personal interest in at least two of the following areas: the teaching of English as a second language; training or personnel work; adult and further education; ethnic minority groups; technical education; Trades Union studies. Starting date: 1st January, 1978, if possible.

Further particulars and application forms may be obtained from the Chief Education Officer, Alexandra Buildings, King Edward Street, Halifax, to whom completed forms should be returned by 5th December, 1977.

HARROW
EDUCATION COMMITTEE
Required from January, or as soon as possible after, an experienced TEACHER to join a team of E.S.L. specialists. The successful candidate will be based at a High School but also required to teach children in neighbouring First and Middle schools on a withdrawal basis. This post provides opportunities for a teacher with initiative and enthusiasm to work closely with members of the team to develop teaching approaches and materials. This is a Scale 2 post.

Application forms from and to be returned to the Education Office, P.O. Box 22, Civic Centre, Harrow, by 28th November, 1977. (Please enclose stamped addressed envelope.)

KENT

EFL TEACHER with specialisation in TECHNICAL and COMMERCIAL FIELDS required for early 1978.

Apply in writing to the Principal, King's School of English (London), 25 Beckenham Road, Beckenham, Kent.

OXFORD

DIRECTOR OF STUDIES required for small, well-established school teaching English to highly-motivated adult foreign students following full-time intensive courses.

Applicants must have a good honours degree and several years' experience in teaching mixed nationality groups, course organisation and audio-visual aids at similar schools in England.

Please write, sending full curriculum vitae and names of two referees to the Principal, Godmer House, 90 Banbury Road, Oxford. Interview mid-December.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary paid.
WEST INDIAN SUPPLEMENTARY SERVICE
Applications are invited for January, 1978, or as soon as possible, for experienced Nursery or Nursery/Infant trained TEACHERS to work alongside existing Nursery staff to provide for the special linguistic and cultural needs of children of West Indian origin. Teachers will also be expected to participate in the production of a Language Development Scheme.

Closing date: 2nd December, 1977.

Application forms obtainable on receipt of S.A.E. from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London, E10 5QJ.

YORKSHIRE AND FINLAND

E.F.L. TEACHER required March, Whitby, permanent position, or until October, 1978. Preferably male, to balance our team. Must be evangelical Christian, able to contribute to Bible Studies and pastoral care. Other teachers required from June, Whitby; Finland—July only. Experienced teachers: Whitby, Christmas and Easter.

Volunteers are required now to prepare the Centre.
WHITBY INTERNATIONAL CENTRE,
5 Chubb Hill, Whitby,
North Yorkshire, YO21 1JU

EXPERIENCED TEACHER OF ENGLISH as a Second Language required for Brighton (ARELS) School. Apply in writing, giving full personal details, qualifications and experience.—Write Box TES 3078, The Times, WC1X 8EZ.

PRIVATE LANGUAGE SCHOOL in West London offers teaching post plus extra responsibilities. R.S.A., T.E.F.L. Diploma or equivalent essential.—Telephone the Principal, 01-731 3549.

SENIOR Tutor.—Due to expansion the Intensive School of English (Oxford) will be appointing a Senior Tutor for their new specialized courses for businessmen and engineers. Experience in both TEFL and administration essential. Salary circa £5,000 plus removal expenses. CV in confidence to The Director, Oise Ltd., 13-15 High Street, Oxford.

2 QUALIFIED (R.S.A., P.G.C.E., I.H.) EFL Teachers wanted for Language Link School of English, Kensington. Phone 937 0313 for application form.

WANTED TO BUY: Small established English Language School. Telephone 0423 61380.

Appointments Wanted

DRAMA TEACHER (B.Ed.Hons.), good acting ability and experience seeks post in children's theatre. Willing to work for low wages on creative projects. Anything considered. Contact: Ms. C. McCann, 15 Causeway Pk, Lisburn, N. Ireland. Phone (02382) 70833 after 6.

GERMAN LADY, experienced teacher, seeks German teaching post or private tuition up to all levels.—Write Reinig, 22 Bedford Place, London, W.C.1.

GRADUATE Botany, Post Graduate Virology, Teacher Trained seeks post. Anything considered, all letters answered.—Write Box TES 3082, The Times, WC1X 8EZ.

GRADUATE Teacher, pianoforte diploma, seeks peripatetic employment. Tuition on individual basis.—Phone Wokingham 791272 after 6.45 p.m.

GRADUATE TEACHER (female), with several years' experience in teaching History and Geography in N. Ireland, England, and recently Africa, seeks position preferably in southern England.—Write Addecott, 8 Harvey Road, Walton-on-Thames, Surrey. Phone Walton-on-Thames 25090.

HUSBAND (English graduate) and wife (History and Geography graduate), ex-Africa, seek positions preferably in south of England.—Write Addecott, 8 Harvey Road, Walton-on-Thames, Surrey.

LADY Teacher, 2 yrs. remedial in central London, left for 3 yrs. to guide own teenagers through reckless phase, now wants position using talents teaching backward, world-blind or emotionally disturbed children. Phone Mrs. Phelps, 794 8372.

MALE Teacher of English (good colonial degrees) seeks position in southern England from March, 1978.—Write Addecott, 8 Harvey Road, Walton-on-Thames, Surrey.

QUALIFIED Football & Cricket Coach seeks position in schools. London Area.—Box TES 3080, The Times, WC1X 8EZ.

QUALIFIED MASTER, 146, seeks future & prospects. Experienced mathematics. Available January. Cobbold, 175, Legsby Avenue, Grimsby. Telephone 72069.

Educational Courses

ASSOCIATION EUROPEENNE DES ENSEIGNANTS

The EUROPEAN ASSOCIATION of TEACHERS (UK Section) will be organising an International Conference for those interested in PRIMARY EDUCATION at Halifax Hall, University of Sheffield, from April 9-16, 1978. Methods used for teaching READING, NUMBER, ENVIRONMENTAL STUDIES, MODERN LANGUAGES, and the "EUROPEAN DIMENSION" at Primary Level, in the UK and other countries of Europe, will be discussed. Both the British Council and the Professional Association of Teachers are giving some support to this conference, which will be honoured by a visit from Lady Plowden during the course of the week.

Further information and application forms available from: The Hon. Secretary, 20 Brookfield, Highgate West Hill, London, N6 6AS.

CAMBRIDGESHIRE
BROOKSIDE COLLEGE
Will be holding a four-week course in the TEACHING of ENGLISH as a FOREIGN LANGUAGE, commencing on January 9, 1978. Certificate in T.E.F.L. for successful students. Apply to: The Vice-Principal, 5 Brookside, Cambridge. Tel.: Cambridge 64039.

MANCHESTER
(DIDSBURY FACULTY)
MANCHESTER POLYTECHNIC
PART-TIME AND FULL-TIME IN-SERVICE B.Ed. (HONS.)
(with special reference to socially handicapped pupils)

Applications are invited from suitably qualified TEACHERS for the above, well-established courses, validated by C.N.A.A.

ONE-YEAR FULL-TIME
(Honours degree only)

THREE-YEAR PART-TIME
(candidates opt for honours or an unclassified degree at the end of the second year).

Further details and application forms may be obtained from Centre for Studies in Educational Handicap, Didsbury Faculty, Manchester Polytechnic, 799 Wilmslow Road, Didsbury, Manchester M20 8RR.

ROCKLEY POINT SAILING SCHOOL AND CENTRE
SAILING/CANOEING/SWIMMING ACTIVITIES

Courses for schools 8-18 years

Accommodation at the school in caravans. Special Group rates including organizer. R.Y.A. recognized school.

Write or phone for details: 40 Rockley Sands, Poole, Dorset. Poole 77272.

SURREY
THE UNIVERSITY
DEPARTMENT OF SOCIOLOGY
M.Sc. IN SOCIAL RESEARCH
Part-time

Applications are invited for the 1978-79 intake of the Diploma/M.Sc. course in Social Research which is held on Fridays during term-time over two years. The course, which most students attend on a day-release basis, covers many aspects of research design and includes the analysis of both quantitative and qualitative research material. It is intended for those, from a wide variety of professional fields, who need to undertake or evaluate social research.

All students take courses in data analysis, research methods, organizational theory and social policy, together with introductory courses on the main concepts in sociology and social psychology. In addition students may select one of the following options:

SOCIOLOGY OF EDUCATION
SOCIAL SERVICES AND SOCIAL WORK RESEARCH
MEDICAL SOCIOLOGY AND HEALTH SERVICES RESEARCH
URBAN SOCIOLOGY AND COMMUNITY RESEARCH
INDUSTRIAL SOCIOLOGY

Entry is open to graduates and others with professional training and relevant experience.

A leaflet describing the course and application forms are available from the Registry, University of Surrey, Guildford, Surrey GU2 5XH.

Closing date for applications, December 31st, 1977.

T.E.F.L. COURSES

LINGUARAMA LTD., will be holding a one week course in the Teaching of English as a Foreign Language from December 17-23, 1977.

The Course is residential and candidates should possess a University degree or Teaching Certificate (or similar qualification).

A number of teaching posts in Portugal, Spain, England, Japan, Finland, Greece, Brazil, Germany and Italy may be available for successful trainees for the academic year 1978-1979.

Courses are conducted by Direct Method experts. The fee will be £90 plus V.A.T. and includes instruction, teaching manuals, private room and all meals as well as the use of recreational facilities.

For further information please write to Linguarama Ltd., 53 Pall Mall, London, S.W.1. Attention, Staff Manager, T.E.F.L. Courses.

RUNNING a Field Trip or School Journey? Try Courtlands Centre, Kingsbridge, S. Devon (Loddiswell 227). New, large, purpose-built centre; close to coast and Dartmoor. Comfortable accommodation; laboratory, gym, etc. Favourable rates—open all year.

Awards and Scholarships

BERKSHIRE
QUEEN ANNE'S SCHOOL
Caversham, Reading
FOUNDATION SCHOLARSHIPS
Four Academic Scholarships will be awarded on the result of an Examination to be held in January/February 1978.

Further details can be obtained from the Headmistress.

CHANNING SCHOOL
INDEPENDENT DAY SCHOOL
FOUNDATION SCHOLARSHIP EXAMINATION 1978

Two Foundation Scholarships, carrying free tuition, are offered by the Governors. (Awards of lesser value may be made.)

Candidates born between September 1, 1964, and August 31, 1967, are eligible and may be entrants or girls already in the school. Preliminary papers will be taken at Channing School on January 27 and 28, 1978. Those qualifying to proceed further will be required to take an additional general paper. Closing date of application January 6, 1978.

SIXTH FORM BURSARIES

Limited funds are available to assist girls to follow Sixth Form courses. Grants will be made on the basis of financial need.

Particulars of either of the above available from The Secretary, Channing School, Highgate N6 5HF.

AWARDS AND SCHOLARSHIPS continued

DERBYSHIRE
ST. ELPHIN'S SCHOOL
Darley Dale, Matlock
Church of England Independent School for Girls
Open Scholarships available for school year beginning September, 1978
(1) Major, £500, Minor, £200, for candidates between 11 and 14 years.
(2) Three Sixth Form Scholarships, £300 and two of £150.
(3) Music Scholarship £200.
Full particulars obtainable from Headmistress's Secretary

LONDON
THE HISPANIC AND LUSO BRAZILIAN COUNCIL AND THE INSTITUTE OF LATIN AMERICAN STUDIES OF THE UNIVERSITY OF LONDON
SCHOOL TEACHER FELLOWSHIPS IN LATIN AMERICAN STUDIES

School Teacher Fellowships are offered, tenable during the Michaelmas Term 1978, for the purpose of research in the field of Latin American Studies. Candidates must have an interest in Latin America and teaching experience with senior forms. The award will cover salary, superannuation, travelling expenses or, for those not resident within easy travelling distance of London, an agreed living allowance.

Those interested should write to the Director General, Room A, 2 Belgrave Square, London SW1X 8PJ for further details and an application form.

Closing date for applications is Friday, 20th January, 1978.

THE LORD KITCHENER NATIONAL MEMORIAL FUND

The Trustees offer for competition approximately 45 Scholarships, tenable from October, 1978, and to the value of £50 per annum. Candidates must be under the age of 20 on January 1st, 1978, but candidates over 20 who have begun an approved course of study before that age will be considered. They must be sons of officers, or of men or women of other ranks, who have served or are serving in the forces of the Crown, and must be intending to begin or continue a degree course at a university in the U.K. in October, 1978.

Fuller particulars and application forms, which must be returned before January 31st, 1978, may be obtained from: The Secretary, The Kitchener Fund, Barn Meadow, Great Warley, Brentwood, Essex CM13 3JR.

YORK
QUEEN MARGARET'S SCHOOL
Escrick Park, York YO4 6EU
360 girls, 11 to 18

Examinations in February for Scholarships

Music (11+) 1/3 fees
Academic (13+) 2/3 fees
Sixth Form Awards

Write to the Secretary or telephone 090 487 261.

Personal

Announcements

A PRIVATE ADVANCE
£25 UPWARDS
arranged without security or delay
CAMPBELL & ROBSON LTD.,
107 Jermyn Street, London, S.W.1.
Write, call or phone 01-839 3636

CHURCH SCHOOLS CONFERENCE
ECUMENICAL SERVICE FOR PARENTS AND TEACHERS
Westminster Abbey, November 24, at 6.30 p.m.

The annual service will be held in Westminster Abbey.

The Rt. Rev. and Rt. Hon. Gerald Ellison, P.C., D.D., Bishop of London, has graciously agreed to preach the sermon.

The readers of the lessons will be: The Rt. Hon. Mrs. Shirley Williams, M.P., Secretary of State for Education, Mr. Peter Newsam, Education Officer, I.L.E.A.; and Mr James Hudden, Secretary to Church Schools Conference.

Everyone is welcome.

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Free quotations and qualified advice on all aspects of overseas removals.

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ENGLISH TEACHERS ABROAD SUPPLEMENT YOUR INCOME

Established Government-recognised English Language School (South Coast) with superior study leisure programme offers generous remuneration to individuals and organisations who introduce students to the school.

Illustrated prospectus and details: Box TES 3079, The Times, WC1X 8EZ.

Mathematics Author

An experienced mathematics teacher with a detailed knowledge of both traditional and modern maths is required by a Publisher of international repute to write a book, being one of a series to be sold widely in bookshops throughout the U.K.

The author should have extensive teaching and examining experience at O level and preferably based on J.M.B. or London University syllabuses.

Please write with appropriate details to Box TES 3086, The Times WC1X 8EZ.

sandwell
Metropolitan Borough Council
EDUCATION DEPARTMENT
APPOINTMENT OF

EDUCATIONAL PSYCHOLOGIST

Applications are invited from fully qualified and experienced educational psychologists for the above post in the Child Psychology Service which is fully integrated with the Education Service and has close links with other supporting services. Qualified applicants with three years' suitable experience may be offered senior appointments with responsibility for designated areas of work and localities.

Successful applicants may be placed in the top range of the Soulbury Scales for Educational Psychologists up to a maximum of £7,614 per annum.

These appointments have been designated as key posts and successful applicants may qualify for removal and resettlement expenses up to a maximum of £650 together with a lodging allowance for a period not exceeding three months. Casual user car allowance payable.

Application forms from and returnable to G. A. Brinsdon, Director of Education, P.O. Box 41, Highfields, High Street, West Bromwich, West Midlands B70 8RG.

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PEACHEY & RICHARDS LTD.
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Bank loans for any purpose
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M.Sc.(Econ.), A.C.I.S., F.B.S.
I. D. Richards

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Surrey

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London, W.1
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For Teachers and other professional persons. Also remortgages available for home improvements, etc. Please telephone or send full details to: H. O. Chessum & Associates Limited, 108 Stafford Road, Wallington, Surrey. Tel.: 01-669 0807/9.

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(SUBJECT TO STATUS)

Also Remortgages at Building Society rates. Special Plan for first-time purchasers. Every assistance given.
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Freepost, Guildford, Surrey.
Guildford (STD 0483) 70670.

COSTUME HIRE for Gilbert and Sullivan Operettas.—Star Costumes, 78 Elms Rd., Clapham, London SW4 9EW. 01-622 1401.

EXPERIENCED English Lecturer/Graduate, owner of successful south coast E.F.L. Summer School, seeks genuine contacts interested in developing the school on a full-time basis.—Write Box TES 3081, The Times, London WC1X 8EZ.

GRAMOPHONE records professionally produced from your tapes or use our nationwide mobile recording services.—Stamped addressed envelope for details. Cathedral Sound, Morris Lane, Halsall, Ormskirk, Lancs L39 8SX. Telephone Halsall (0704) 840 325.

JOB-SEEKING? Professional preparation of application letters and curriculum vitae. S.A.E. for details. MMS Scribes Ltd.—Box TES 3077, The Times, WC1X 8EZ.

MAXIMUM mortgages for teachers. Advice for young teachers planning ahead. Remortgages and secured loans available.—Either phone 01-346 4633 (24-hour answering) or write: Martin Hassock Ltd., Incorporated Mortgage Brokers, Freepost, London NW4 1YB (no stamp required).

NEW ZEALAND Teachers' College Lecturer in Health and Physical Education, specialising in Movement, Education and Dance, seeks 12-month exchange for August 1978.—c/o Sandy Lodge, 140 Berry Lane, Rickmansworth, Herts.

100% Mortgage Scheme for Teachers/Lecturers/L.G.O.s. Phone Margaret Hunter for details: 051-724 1352.

REMORTGAGES—use money any purpose, problem mortgages. Time advances—up to £30,000. 12½%—up to £10,000.—Telephone, Hometown, 01-889 6244 (9.30 to 5.30).

"THE LISTENER", January 1948 to December 1976 (inclusive). In good condition; offered free to school, college, etc. You collect, Loughborough, Leics.—Box TES 3088, The Times, London WC1X 8EZ.

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Opera

In Arcadia ego?

Patrick Carnegy

Carl Maria von Weber was a practical man of the theatre rather than an armchair prophet. His mission and achievement were to create an art of German opera in the face of the public's preference for the Italian repertory of vocal display.

Der Freischütz (1821) swiftly shepherded the whole of Europe into the Wolf's Glen, paving the way for *Euryanthe* (1823) where, alas, Weber's passion for ghosts and ungodliness is let loose in the world of medieval chivalry. For although *Euryanthe* is musically superior to *Freischütz*, it is rarely given because of its mish-mash of a story.

Armed with an excellent new translation by John Warrack, the English National Opera have courageously staged *Euryanthe*, to the delight of all Weberites and, it is to be hoped, of all those unfamiliar with the opera. The one serious flaw was Sir Charles Groves's ponderously *Parsifal*-like approach to the score. It must also be said that Derek Blackwell, though he sang his troubadour romance most beautifully, was overparted as the hero, Adolar. He was thus no real match for the villain, Lysiart, powerfully if not always truly sung and acted by Malcolm Rivers.

These objections aside, the production is well on the way to making just about as good a case for the opera as one could imagine. Stephanos Lazaridis allows his fondness for all that glisters to run riot in the costumes, which are set off against backgrounds eloquent of the claustrophobic castles which tower over, and the unquiet tomb which underlies the action. John Blatchley permitted touch-and-kiss licence quite alien to the chivalric Courts of Love, but created a properly eerie atmosphere for the great scene at the marriage of Lysiart and Eglantine—forerunners of Telramund and Ortrud in *Lohengrin*—where the bride is distracted by visions of a justly troubled ghost.

Although Lois McDonall was a shade too bright and winsome for the long-suffering Euryanthe, she was exquisite in her two wonderful cavatinas, especially in the fragmented, halting melody of the second. The finest performance of all was Elizabeth Connell's Eglantine, a part giving full scope to this very fine artist's fearless vocal range. The ENO's *Euryanthe* is not to be missed—and neither is their forthcoming revival of Janáček's *House of the Dead*.

Putting the clock back a hundred years takes us to the Handel Opera Society at Sadler's Wells. It is a severe shock to be plunged from Weber's confused Romantic dramaturgy into the classical order and stylistic security of Handel. Whether setting his first English text, the masque *Acis and Galatea* in 1718, or the opera seria *Ezio* in 1732, Handel knows exactly what he is doing. He responds no less inventively to the conventions of English pastoral than he does to those of serious opera in classic Metastasian mould. The forms are accepted as a matter of course, then strengthened and revitalized from within.

The world of classical antiquity, of Ovid and of the later Caesars, refracted through the eyes of Corneille and Racine, lies as close to Handel as it is distant from Weber, and perhaps from us too. Yet although Handel's dramatic instinct was more reliable than Weber's, hindsight unfairly sabotages and mocks the artifice of his time. The sea-nymph, shepherds and monster Polypheme of *Acis* are as coy and impossible as are Caesars fluted by counter-tenors and Roman generals by handsome sopranos. Handel's own wit and satirical spirit are deflated by the unavoidable comicality of one-eyed giants waving clubs and dashing rocks upon their mortal rivals.

It was no doubt for this reason that *Ezio*, whose designer Steven Gregory and producer Tom Hawkes recreated a trompe d'oeil baroque theatre on the Sadler's Wells stage, came vigrantly to life, while *Acis*, whose indifferent designs suggested neither *Arcadia* nor any other time or place, remained embarrassed, not redeemed, by its peculiar genre. The masques and dramatic oratorios are still far more problematic to stage than the operas—it is in this area that most remains to be done.

Vocally, *Acis* was distinguished by Anthony Rolfe Johnson and Joy Roberts in the title roles, with Peter Jeffes as Damon. Miss Roberts's winning personality and sparkling lyric timbre also starred in the Prologue to Rameau's *Les Fêtes d'Hébé*, whose all-important ballet was choreographed in correct period style by Belinda Quirey. The *Ezio* cast sang their roles with total commitment, with John York Skinner as the petulant emperor, Kenneth Bowen as his bewigged adversary, Hannah Francis sweet and true as Fulvia, and Anne Wilkens in firm and commanding voice as Ezio himself. Charles Farncombe conducted dependably if not always excitingly.

The weakest link in the Handel opera chain remains the chorus, which compares very poorly with, say, the voices recently heard at John Eliot Gardiner's concert performances of *Hercules*.

Dance

India evoked

Rosemary Hartill

Gorgeous silk costumes, tiny gold ankle bells crashing in time with bare feet on bare boards, the rhythm of drums and cymbals, flute and voice, a sensation of swirling, vivid celebration, still moments of stylized sculptural repose—all this evocation of India was to be seen in a small, cold room off the Mall one rainy English Sunday evening last month.

For the last three weeks or so, the Institute of Contemporary Arts has been running a series of talks, demonstrations and workshops about yoga, and at the same time playing host to a number of related films, exhibitions, music and dance events. One of the dance programmes was a performance of "Yoga Ballet" by June Marsh and the Centre Yoga Ballet Group, combining yoga postures with ballet-like movements and formations, but the dancers who brought with them so much of the atmosphere of India were Raja and Radha Reddy.

The Reddys (they married when Radha was 5, according to custom) perform a style of dancing called Kuchipudi, which is a contraction of Kuchelapuram, meaning "the village of actors". It was in this village that this particular style of colourful dance drama originated at the end of the fifteenth century. Like all Indian classical dancing, it is based on the religious fables which explore the relation ween the human soul and G

Lord Krishna, who feature many of the fables, certainl mischievous sense of hum one of Vija Vetra's dances the ICA a fortnight later, he the clothes of bathing m The moral, it seems, is t must all realize how mu depend on him.

At Vija Vetra's evening I covered for the first time is grammar in Indian da Apparently there are two di gestures for the words "bea and "beautifully". Before dance she explained sim story and its symbolism a cribed the significance of the hand and body gestur instance, the hand positi the bases of the two pal and the curved fingers mo apart and together repre opening and closing of th flower at sun rise and s That, in turn, represen beauty and purity of the d

To Vija Vetra, just as to and Radha Reddy, dance is a of mind and body, a way of sing spirituality through cality. It is the same, of c to our own classical dance the enjoyment of these progra lay in discovering a little m what other people dance ab

"Diwali", the Indian Festival of Light, a time of happiness and reunion, occurs at about this time of year. To coincide with this, The Centre of Indian Arts is holding two days of song, music, dance and poetry reading for and by children tomorrow and Sunday at 8 South Audley Street, London W1. Entrance is 25p for adults; chi free.

If you did not already kno a *dadra* is a rhythmic cycle of beats divided 3-3, and you want to read up all about it before or after the event, the centre publishes a brief but clear and well-illustrated *Introduction to the Music and Dance of India* at 60p.

Cinema

Outlaws and ladies

Sue Lermon

Westerns. By Philip French.
Secker and Warburg in association with the British Film Institute.
£3.50. 436 09944 6. £1.90. 436 09945 4.

Beyond Formula: American Film Genres. By Stanley J. Solomon.
Harcourt Brace Jovanich £4.20.
15 505400 7.

Women on the Hollywood Screen. By Frank Manchel.
Franklin Watt £2.95. 531 00389 2.

Ride Lonesome, Red River, High Noon, the Hanging Tree, Gunfight at the OK Corral, Cheyenne Autumn, The Man Who Shot Liberty Valence, The Missouri Breaks. These romantic titles, even for those without affection for the genre, must occasionally seem enticing with their suggestion of strange landscapes, odd light, and epic confrontations, of the riches of myth only just tarnished with the sordid realities of frontier life.

Philip French, undoubtedly an addict, fully captures the spirit and charm in his disarming book, and it is pleasing to see that *Westerns* has evidently been successful enough to warrant a revised edition—with a long Afterword on films that have appeared since original publication (1973) and a few afterthoughts. For those not familiar with the last in the BFI's Cinema One series, Mr French takes as his starting point the year 1950, arguably a watershed in the history of the western, and he confines himself, more or less out of preference, to American theatrical westerns. He eschews critical theories and assumes a reasonable degree of consensus as to what kind of films belong in the category.

His book is a personal exploration, adventurous and entertaining too, of aspects of the Western as it has developed during the past 30 years, its relation to the history of the west, to present American politics and ideas, to writers and, more particularly, painters of the west, to its own past, its ethical notions and bearings, and the films it has spawned outside the genre. The author keeps very close to the raw material, and has the knack of making one want to see the films, to see old films anew. As he opens out his subject, he shows it in its diverse manifestations, indicating its adaptability, its potential for renewal. The number of Westerns may have decreased alarmingly in the past few years but Philip French does not wish or see reason to ring the death knell. One would like to think his book will help keep the Western alive, or, at the very least encourage the existing films back on to the circuits.

It would be surprising if Stanley Solomon tempted many people to step out to the cinema. His self-appointed task is to pick out the essential qualities of the main American genres (the musical, the horror film, the gangster film, the war film, and so on) and then to relate the best films of the genres to those characterizations. Already the purpose of the enterprise seems obscure: the stated object, however, is to give the genre approach the intellectual grounding in theory currently lacking.

From his section on the Western I presume that the idea is to extract the elements of the genre in such a way as to avoid, as far as possible, citing any particular film. This method has several effects: first, it seems to evoke, on reading, no film one has ever seen; secondly, it gives a depressing feeling of constriction, of straitjacketing, for aside from inventing subgenres, it cannot encompass differing treatments of typical subject-matter. A discussion of violence, for instance, cannot highlight the vital contribution of style. Solomon therefore attributes the greater violence in films on twentieth-century outlaws solely to their modern weaponry.

Conversely, an account of the general features of narrative easily drifts beyond the frame, towards issues seldom raised within the genre in question Thus, moving on from the fact that Western heroes are normally solitary figures, Solomon underlines the theme of loneliness. Doubtless, the life of the cowboy was and is a lonely one; but such fictional heroes have traditionally not only to accomplish their feats single-handed, they have also to be above that kind of weakness. And so they are seen to be. Interestingly, when the author examines the private eye and the conventions of his presentation he does not deal with the development of Philip Marlowe as a lonely figure, such as he appears in *The Long Good-bye* (1973).

A select number of films are individually studied. Again, unfortunately, there is undue emphasis on the content, rather than on the less tangible elements that have made the film significant. Nor does the author grasp the nettle of audience expectation, in order to see what a director has done on the strength of the prior relationship he has with the spectator through the genre, how he has played on this, upset it, occasionally destroyed it, but, sometimes, and at best, extended it.

At least *Beyond Formula* has an index which *Westerns* regrettably lacks. *Women on the Hollywood Screen* includes one, but of women only. Women should pause before being too grateful for discrimination in their favour—the whole history of the part they played in American cinema is given in a hundred pages. One can only await the companion volume.

News to me

Before Hindsight a new film from the BFI Production Board which opens this week at the Other Cinema, is a widely acclaimed examination of the newsreels and documentaries of the thirties—of what they said and, still more important, what they did not say about the world in which they were produced. James Cameron delivers the commentary and is suitably dismissive of the "crawling conformities" of the newsreels which could and did studiously ignore the atrocities of Hitler's policies up until 1938.

The film is a masterly compilation of material from the newsreels and documentaries of the period and interviews with such key figures as Ivor Montagu, Edgar Anstey and Gerald Sanger and Leslie Mitchell of British Movietone News. The film-makers, Jonathan Lewis and Elizabeth Taylor-Mead, have come up with fascinating new material, filmed by the newsreel teams but never used because it was too controversial or quite simply too near the truth. Sins of omission are always much easier to undertake than those of commission.

However, to judge the newsreels of the thirties by the more rigorous standards of today's news reporting is a bit like complaining that Marilyn Monroe did not have the intellectual attributes of Simone de Beauvoir. As Cameron himself points out, they were sent round the country not as revelatory documents or even as propaganda for anything other than the status quo. They were part of a commercial entertainment package, along with the ads and the trailer for next week's films. What the film does not clarify sufficiently is just how much the newsreels reflected the general ignorance, the almost wilful disregard of what Hitler's policies really meant.

Ironically, this kind of opening up of wider issues occurs only at the end of the film when Jonathan Dimbleby, in a provocative but too-brief interview, talks cogently about the way in which today's emphasis on "balance" in news reporting distorts the truth almost as much as the cheerfully naïve fence-sitting of the thirties newsreels.

Jane Mercer

Pros and cons

Last week's *Arena Theatre* programme (BBC 2), *Hands off the Classics*, was one of the finest documentaries I've seen. These unpretentious and unpublicized proved as illuminating about television's strengths for discussi serious ideas, as it was about subject—the pros and cons of dating and reinterpreting the classics, specifically Shakespeare. There were testimonies from critics, directors and actors, and extracts from productions, mainly from the Royal Shakespeare Company, filmed on stage (or recorded for television) over the past 15 years.

Dr Jonathan Miller identified the "necessary paradox" of classic texts: their immortality is granted by th very openness to the "assault" of new interpretation. The sixties *Wars of the Roses*, John Barton's extensive reworking of *Henry VI*, contrasted interestingly with the current, textually faithful Stratford production, whose director Terry Hands reckoned the Barton version would be unacceptable to "modern audiences" today.

Television arts documentaries are most publicized and praised when—like telebiographies of artists—they most overtly exploit the medium's visual aspects and the director's creative ego. But here the skill is of the unobtrusive kind that would only be noticeable by its absence—if producers Dennis Marks and Alan Yentob had chosen less articulate contributors or intercut them too skimpily and confusingly or if the technicians had not framed, lit and edited the images so well.

This skill underpinned a particular kind of exploration that could not have been handled so effectively in another medium. Radio could not have presented stage examples so well and, though individual contributors might develop their arguments admirably in print, offers a chance to juxtapose different viewpoints and voices. Particularly memorable was McKellen's intellectually thrilling exposition of his inner thoughts while reading aloud and interpreting Macbeth's "Tomorrow and tomorrow" speech morrow and tomorrow"

John G

Further education

Essay in 'tele-incest'

Christopher Griffin-Beale

"We're not writing *Hamlet*": this typical, if superfluous comment from John Brason, script editor for BBC 1's drama series *Secret Army*, gave the title for the first programme, last Sunday night on BBC 1, in a new further education series *Behind the Scenes*.

This series, which follows the production of a television drama series through from initial scripting and casting, location filming and final studio recording, is the latest exercise in the increasingly popular activity that FE producer Tony Roberts calls "tele-incest".

Though not, perhaps, the most extensive or illuminating investigation of television drama, it is a creditable effort that deserves a wider audience than it can ever hope to attract in the FE late-late slot.

Secret Army is a new drama series about the underground network that helped allied airmen, shot down over occupied Europe, to evade capture and escape back to England. The series was conceived by Gerard Glaister, producer of Colditz, but it has not repeated its predecessor's overwhelming popular success. Still, Tony Roberts was right to choose such a series: this kind of drama, where characters and their background develop over the weeks, is essentially a television form.

One difference from other essays in "tele-incest" is the decision to intercut observation of *Secret Army* in production with reminiscences of real-life airmen about their own escapes. For anyone primarily interested in the study of TV drama, these contributions might prove a distraction, but they do offer an interesting contrast with the fictional stories.

The first programme looked at scriptwriting, logically the first process, but not the most easily illustrable in a documentary. The script editor explained how he prepared the background structure and scriptwriter Willis Hall outlined his working methods.

One difficulty with the series was that middle episodes had to be written before any of the major continuing characters had been cast. This and other problems were discussed with the script editor in the script conference which formed a substantial part of the first programme. It offered fascinating insights into the working relationship between writer and script editor, and the logistical constraints of the enterprise—John Brason's concern was to cut the number of actors and settings.

The final programme, which was also previewed, follows one scene of *Secret Army* through initial rehearsal to final camera rehearsing and taping. It proves more interesting about the actors' work than about the technical processes. The best contribution comes from Bernard Hepton, who promises to be as much the star of *Behind the Scenes* as he is of *Secret Army*; he is as talented in describing the processes of television acting as he is in actually executing those processes.

We are promised a lot of Hepton in programme two next Sunday, which should be reason enough for watching.

Thames

A family at any age

Michael Church

This Week
Thames, November 10

Well over 100,000 children will spend some time in care during the next 12 months. Many of the under-fives will be adopted, but this happy solution will apply to few of the older ones. It is generally assumed that late adoption does not work.

So Many Children . . ., directed by David Cohen, was an exemplary piece of campaigning television journalism which should have helped to dent this depressing assumption. Evidence from an academic study was adduced to show that late adoption often does work; we were introduced to three children of primary school age and to the families who had recently adopted them.

The parents seemed both admirable and also unnervingly intense. For some, the new relationship sounded like a love affair. "We really fell for him at first sight", said the adoptive mother (white) of seven-year-old Sean (black). When did she first feel he was her own? "When we had the first row". Sean, who needed "a tremendous amount of affection", talked happily and (maybe it was just the cameras) with barely suppressed excitement.

"It clicked, just like that", said the adoptive mother of another boy whose prior emotional retardation had been such that his behaviour was still erratic. The interviewer asked him about his earlier life; blank silence.

There was plenty of evidence that, once it had been properly forged, the new relationship could successfully cast its shadow backwards over the empty years. "To me he's always been mine", said one mother. "I can't imagine that I didn't have him as a baby." The adoptive elder sister of a girl said it really had not mattered that she had not been born into the family; "we just missed out on a bit of her life".

By interviewing some adolescents in "care" the film presented an even more cogent argument in favour of adoption at virtually any age. The study had found that most children who had spent their first eight years in care would have been looked after by about 80 different people.

"You don't get enough attention"—"I don't trust anybody"—"I've often wondered why I'm in a home": even if the local authority family does come to feel like a real one, care often means a long-term emotional battering.

One teenage waif's confused account testified both to his hopeless identification with his mother and to the degree to which he was her victim. "My dad got re-divorced and my mother doesn't dare let her new husband know that I've re-married."

As Barbara Tizard pointed out, parents who put their children in care and then spend years deciding whether to relinquish them officially or not are guilty of great cruelty. The blood tie is indeed overrated as a guarantee of good and loving parents.

Barbara Tizard's new book, "Adoption: A Second Chance", will be reviewed in the TES *next week.*

Briefings

Radio and tv

FE and general interest

Télé-France. (Sunday, 11.15 BBC 1, Tuesday, 19.05 BBC 2)

Looks at the ecology movement in France and teaches a bit of intermediate French.

Reading after Ten. (Tuesday, 19.00 Radio 3)

"Helping the slower reader" suggests a number of different approaches and encourages teachers to try them.

Music, Maestro, Please. (Friday, 19.00 Radio 3)

In "Putting on the Style" Paul Roberts discusses the role of the performer.

For schools

Meeting Our Needs. (Monday, 11.19 Wednesday, 9.42 ITV)

Ten to 13 year olds trace the history of cities. Why do people live in cities? What amenities do they provide? What are their disadvantages and advantages?

General Studies. (Monday, 11.45 Friday, 14.35 BBC 1)

Two programmes on the American Indian which discuss the defeat and subsequent decline of "Geronimo's Children". Why did the American government try to force the Apache into a "white" pattern of life? For 16 to 19 year olds.

Going to Work (Monday 14.40, Tuesday 11.18; BBC1)

"Who gets the job?" investigates interviewing techniques and aptitude tests. Shows 14 to 16-year-olds what to expect at an interview and how to respond.

Watch (Tuesday 11.00, Wednesday 14.01; BBC1)

Older infants begin the build-up to Christmas with a look at the sort of life led by people in Bethlehem at the time of the birth of Jesus.

Good Health (Tuesday 11.39; ITV)

Eight to 12-year-olds are encouraged to be critical of smoking. A boy looking for firewood meets an old "Smoke-Maker" who argues the "advantages" of the habit.

History; Not So Long Ago (Tuesday 14.00; VHF4)

The story of "Anne Frank" is dramatized for nine to 12-year-olds.

Inquiry (Wednesday 11.00; VHF4)

The problems of one-parent families. What is the parent to do? If he or she stops work, the family's standard of living declines, but otherwise who will look after the children? Should employers be forced to provide kindergarten facilities?

Biology (Wednesday 11.40; BBC1)

Thirteen to 16-year-olds look at "Natural Selection".

Experiment (Thursday 10.33; ITV)

An A level chemistry experiment on "Thermometric Titrations".

Films

Monkey business

Betka Zamoyska

Monkey Tricks
13½mins, colour, 16mm.
Wedding Bells
10 mins, colour, 16mm.
Airborne
18 mins, colour, 16mm.
Available for hire at £5 a film from Rank Film Library, PO Box 20, Great West Road, Brentford, Middlesex TW8 9HR.

Chimp-Mates is a series of short films, produced by Eyeline Films for the Children's Film Foundation for their Saturday morning matinees. This series, which is aimed at seven to fourteen-year-olds, shows the escapades of a chimp, named Alice, who, in the nineteen films available, becomes involved with gliders, go-karts, treasure hunts, tandem races, talent contests and many other experiences which viewers can share with Alice.

Although each of the films is independent of the others, the first of the series, *Monkey Tricks*, concerns the chimp's first visit to the Graham family and the havoc he creates in their home until the children decide to build a tree house for him.

Although it is sometimes rather coy, this film does show the ups and downs of the Graham's family life and the relationships between the principle characters who appear throughout the series: nine-year-old Joey, his 12-year-old sister, Judy, and Josh, the boy next door.

The director, Harold Orton, has clearly tried to portray an "average family", not rich, not poor, with a rather bossy older sister and her naughty younger brother and parents who are exceptionally good natured; but the characters do seem authentic and it is because the chimp's antics are set against the normal routine of family life that this film is a comedy, not just slapstick.

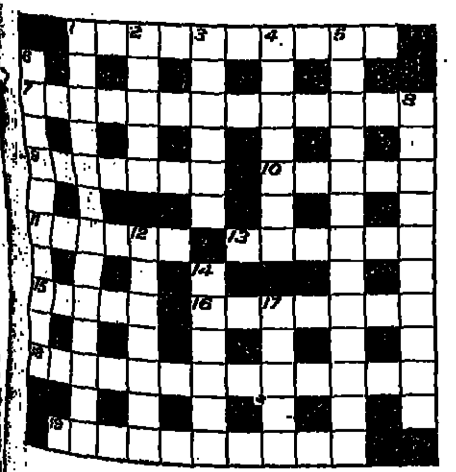
In *Wedding Bells*, Alice attends a wedding and shows up two thieves who try to steal the wedding presents. The "goodies and baddies" theme is used on most of the films and works particularly well in *Airborne*, one of the most recent in the series which won the Ruby Slipper Award at the Children's Film Festival in Los Angeles.

Josh, the boy next door, is a member of the Air Scouts, and he invites Judy, Joey and Alice along to see the gliders. Two boys on bicycles are sent off the airfield because they were causing a hazard so they try to get their revenge on the scouts but, as usual, Alice steps in and saves the situation.

There are some excellent shots of gliders taking off and of stunts performed in the air by Lasham Gliding School, in Hampshire. The storyline blends well with the general information given about gliding. Teachers showing this film might well look into the possibility of children joining a local branch of the Air Scouts.

Quite a number of films in this series could be used to interest primary school children in a particular activity. The dialogue is simple and closely linked to the action so ESN children should also enjoy these films. But teachers had better watch out for the next film which deals with Alice's adventures at school; not many teachers would want their pupils to copy the chimp's behaviour in class.

Crossword No 1,111



Across

Generally speaking they have to be executed (4, 6).

But it was not for his bedside manner that Aquinas was so named (7, 6).

Horsehair brushed back for our delight (7).

The immunizer is largely spirit (5).

11 Probably boxed in correspondingly (6).

12 His horse was his downfall (6).

15 The animal in the book took a piece (5).

17 No doubt he hopes there's a catch for him (7).

18 Governing body following the leader? (6, 7).

19 Sort of worship for fans? (10).

Down

1 River diversion led to decontamination here (6, 7).

2 Best visited by pale moonlight according to Scott (7).

3 Happens to be official in charge of kennels (6).

4 Refining left-overs (5).

5 Way back home (6, 7).

6 T T test? (10).

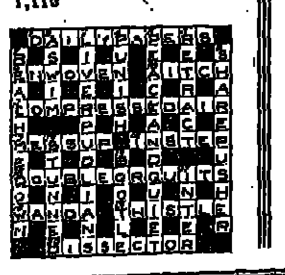
8 Give quids pro quo (10).

13 Unusual piece in Wales (7).

14 Tip top (6).

16 Pub frequenter? (5).

Solution to Puzzle No 1,110



Bridge

The West Country rain had settled in with a vengeance, and three of us had happily joined our hostess for an afternoon's lighthearted bridge, when along came this hand:

(West)	(East)
♠ K 3 2	♠ J 8 6
♡ 6 5	♡ A J 9
♢ 7 5	♢ A K Q J 10
♣ Q J 10 9 8 2	♣ 4 3

North dealt and pre-empted with 3 hearts which gave me (East) the usual problem. However, my partner and I were playing natural bids after pre-empts, so I bid a hopeful 3 NT which was passed out. After all, given a heart lead I would have a good play for nine tricks even if partner held only K-10-9 of spades, say.

South duly led the 8 of hearts and North played the queen. My first problem was that North might have only six hearts, in which case if I failed to remove his spade or club entry card, South would come on lead, play his remaining heart, thus enabling North to clear the suit while retaining his entry. So I let the queen win the first trick, and North shifted to the 3 of diamonds.

I won the diamond and led a club. South went straight up with the king and returned a diamond, on which North played the 2. I led a second club and South won with the ace, for his side's third trick, and made the most surprising lead of the queen of spades.

This was horrible, since if I covered with the king North would win and I would be cut off for ever from dummy's clubs. But with a flash of inspiration I suddenly realized that I had an exact picture of North's hand. South had never led back a heart, so North began with seven hearts. He had played the 3 and 2 of diamonds, indicating a doubleton. South had not held up his A-K of clubs—a mandatory play considering dummy's suit—so the clear inference was that he had not been able to, and North therefore began with three clubs.

This meant that North held *only one spade*, but which was it? He had pre-empted on a moth-eaten suit, K-Q-10-7-4-3-2, and held no values in either minor suit. If ever an outside ace was indicated, it was now, and since I knew it had to be a singleton I ducked the queen of spades with confidence. North would take his side's fourth trick, but the rest would be mine. I congratulated myself on remembering all those lessons about counting, which is, of course, easiest when one defender has a very long suit.

To my disbelief North dropped the 10 of spades under the queen, and my hostess continued with the ace to defeat the contract!

Here was the full deal:

♠ 10
♡ K Q 10 7 4 3 2
♢ 3 2
♣ 7 6 5

♠ K 3 2
♡ 6 5
♢ 7 5
♣ Q J 10 9 8 2

N
W E
S

♠ J 8 6
♡ A J 9
♢ A K Q J 10
♣ 4 3

♠ A Q 9 7 5 4
♡ 8
♢ 9 8 6 4
♣ A K

South could see that there is no hope for the defence unless declarer can be deceived, and found the only lead that offers a plausible deception. Oddly enough, the queen of spades is also the best lead if this hand were considered as a double-dummy problem, but only if made at the first opportunity.

Suppose the opening tricks to be the same. East ducks the heart lead, wins the diamond return and puts South on lead with a club. If South now leads the queen of spades, declarer has to be careful, because the timing becomes critical.

He wins with dummy's king, and must immediately take the marked heart finesse. This gives him 8 tricks, and forces him to abandon the club suit. After cashing all his diamonds, he throws South on lead with the second club, and South must lead from the A-9 of spades into East's J-8, thus providing the ninth trick via a neat end-play.

John Graham